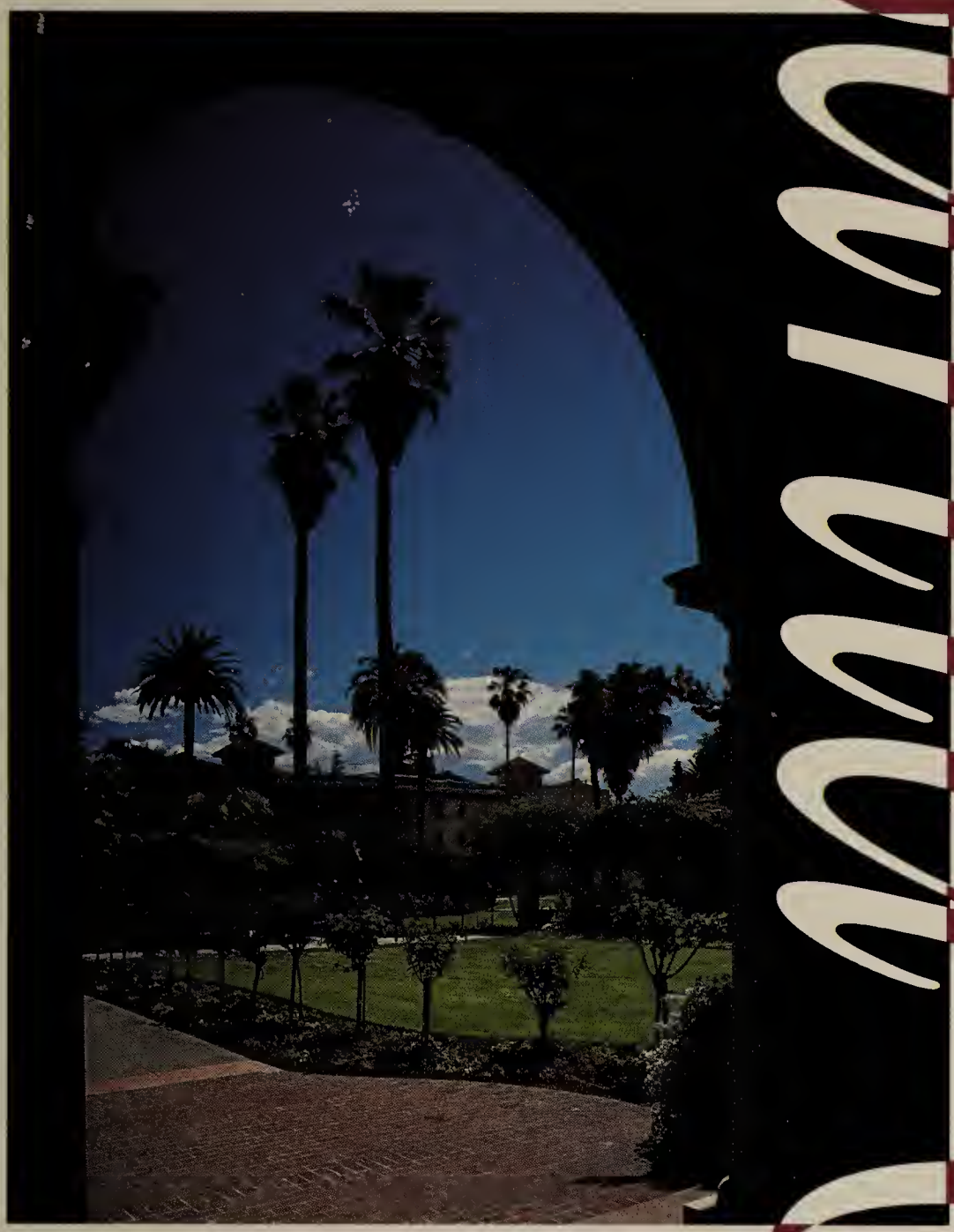

Santa Clara University Undergraduate Bulletin 1991-92

Santa Clara University reserves the right to make program, regulation, and fee changes at any time without prior notice. The University strives to assure the accuracy of the information in this bulletin at the time of publication. However, certain statements contained in this bulletin may change or need correction.

Nondiscrimination Policy

Santa Clara University does not discriminate on the basis of race, color, national and/or ethnic origin, sex, marital status, sexual preference, handicap/disability, religion, veteran's status, or age in the administration of any of its educational policies, admissions policies, scholarship and loan programs, athletics, and other school-administered policies and programs, as well as employment-related policies and activities.

Inquiries regarding equal opportunity policies, the filing of grievances, or requests for a copy of the grievance procedures covering discrimination complaints, including complaints under

- Section 504 of the Rehabilitation Act of 1973 and 34 CFR 104 et seq. (pertaining to handicap/disability);
- Title VI of the Civil Rights Act of 1964 and 34 CFR 100 et seq. (pertaining to race, color and national origin);
- Title VII of the Civil Rights Act of 1964 and 29 CFR 1601 et seq. (pertaining to discrimination in employment on the basis of race, color, religion, sex, and national origin); and
- Title IX of the 1972 Education Amendments and 34 CFR 106 et seq. (pertaining to sex)

should be directed to Jacyn Lewis-Smith
Affirmative Action Officer
SCU Title IX Compliance Officer
Walsh Administration Bldg.
408-554-4113

Copies of these policies and procedures are also available from the Personnel Office (408-554-4392).

SANTA CLARA UNIVERSITY

Undergraduate Courses and Degrees 1991–92 Bulletin

Santa Clara, California 95053

Contents

Academic Calendar 8

1. Santa Clara University 11
Statement of Purpose 11
Historical Perspective 12
Campus Location 14
Academic Organization 15
Academic Terms 15
Summer Session 15

2. Admissions 17
Admission to Freshman Standing 17
Criteria 17
Recommended Courses 17
Campus Visits 18
Admissions Procedure 18
Sixth-Semester Decision 18
Advanced Placement 18
Admission to Advanced Standing (Transfers) 20
Transfer Credit 20
Recommended Courses 21
Admission of Foreign-born Students 21
Admission of Part-time Students 21

3. Financial Information 22
Expenses: 1991–92 22
Payment Procedures for Returning Students 24
Payment Procedures for Incoming Freshmen and Transfer Students 24
Monthly Payment Plans 25
Guaranteed Tuition Plan 25
Refund of Tuition 25
Refund of Room and Board 26
Financial Aid 26
Third-Child Family Grant 26
Applications 27
Qualifications 27
Loans 28
Employment 28

Tentative Financial Aid Deadlines 28

4. University Curriculum 29

5. College of Arts and Sciences 30
Bachelor of Arts 31
Bachelor of Science 32
Course Descriptions 34
Anthropology and Sociology 34
Art 43
Biology 49
Chemistry 54
Classics 59
Combined Sciences 66
Communication 67
Economics 73
English 78
History 87
Mathematics 99
Modern Languages and Literatures 106
Multidisciplinary Studies 119
Music 121
Philosophy 129
Physics 134
Political Science 139
Psychology 148
Religious Studies 155
Theatre and Dance 163

6. Leavey School of Business and Administration 171
Requirements for Major 171
Course Descriptions 173
Accounting 173
Decision and Information Sciences 176
Economics 179
Finance 182
Marketing 184
Organizational Analysis and Management 186
Institute of Agribusiness 189

7. School of Engineering 190
Requirements for Major 190
Engineering Honor Code 194

Engineering Facilities 194
Cooperative Education Program 197
Da Vinci Program 198
Course Descriptions 198
Applied Mathematics 198
Civil Engineering and Engineering Mechanics 199
Computer Engineering 203
Electrical Engineering 207
Mechanical Engineering 213

8. Division of Counseling Psychology and Education 216
Teacher Education at Santa Clara 216
Undergraduate Preparation for Teaching Careers 217
Preparation for Multiple-Subject Credential Program 217
Preparation for Single-Subject Credential Program 217
Minimum Requirements for Multiple- and Single-Subject Credentials 217
Four-Year Credential Program 218
Fifth-Year Credential Program 218
Admission Requirements 218
Early Admission for Seniors 219
The Paul Douglas Teacher Scholarship Program 219
Course Descriptions 220
Education 220
Counseling Psychology 220

9. University Programs 221
Honors Program 221
University Institutes 222
Studies Abroad 222
Ethnic Studies 222
Women's Studies 225

10. Special Programs 227
International Business 227
International Studies 228
Military Science 229
Retail Studies 233
Institute for Paralegal Education 234

11. Academic Information 235
General Graduation Requirements 235
Honors at Graduation 235

Second Bachelor's Degree 236
Second Major or Academic Minor 236
Registration 236
Student Classification 237
Course Numbering System 237
Academic Advising 237
Pre-Medical 237
Pre-Dental 238
Pre-MBA 238
Pre-Law 238
Pre-Teaching 239
Student Records 239
Honor Societies 240
Scholarships 243
University Awards 244
Special Awards 244
Leavey School of Business and Administration Awards 245
School of Engineering Awards 246
College of Arts and Sciences Awards 246
Department of Military Science Awards 249

12. **Academic Regulations** 250
Grading System 250
Course Restrictions 251
Challenging Courses 251
Repetition of Courses 252
Auditing Courses 252
Independent Study 252
Change in Registration 253
Transfer Within the University 253
Concurrent Enrollment 253
Attendance 253
Written Examinations 253
Academic Integrity 254
Academic Standing 254

13. **University Religious, Social, and Cultural Life** 257
Campus Ministry 257
Student Life 257
Student Conduct Code 258
Student Housing 258
Athletics 259
Student Government 259

Student Media 260
Student Organizations 260
Student Clubs 261
Student Resources and Services 261
Career Services Center 261
Counseling Services and Programs 261
Office of Student Activities 262
Student Health Services 262
Student Resource Center 263
Black Student Resources 263
Chicano Student Resources 263
Disabled Student Resources 263
International Student Resources 263
Off-Campus Student Resources 263
Women Student Resources 263
Project 50 264
Teaching and Learning Center 264

14. **Facilities** 265
Adobe Lodge 265
Benson Memorial Center 265
Classroom Buildings 265
Computing Facilities 265
Cowell Health Center 266
de Saisset Museum 266
Kids on Campus 266
Leavey Activities Center 267
Louis B. Mayer Theatre 267
Mission Santa Clara 267
Nobili Hall 267
Michel Orradre Library 268
Ricard Memorial Observatory 268
Buck Shaw Stadium 268
Student Housing 268

Accreditations and Memberships 269
Officers 270
Board of Trustees 271
Board of Regents 273
Faculty 275
Index 297
Map 304
Directions for Correspondence ..... *Inside back cover*

Academic Calendar 1991–92

FALL QUARTER 1991

May 1–31	Wednesday–Friday	Advance registration, Fall 1991
September 21–24	Saturday–Tuesday	New-student orientation
September 24	Tuesday	New-student registration/add period
September 25	Wednesday	Classes begin
September 25–October 1	Wednesday–Tuesday	Late registration; add period
October 1	Tuesday	Last day to declare P/NP grading option
October 18	Friday	Last day to submit incomplete spring quarter and summer session 1991 work to professors
October 25	Friday	Last day to petition for degrees to be conferred in December 1991
October 25	Friday	Last day to withdraw from classes without a W grade
October 25	Friday	Final day to remove spring quarter 1991 incompletes (faculty)
November 18–26	Monday–Tuesday	Advance registration, Winter 1992
November 27	Wednesday	Academic holiday
November 28, 29	Thursday, Friday	Thanksgiving recess; academic and administrative holidays
December 2	Monday	Last day to withdraw from classes
December 6	Friday	Classes end
December 9–13	Monday–Friday	Fall quarter examinations
December 24, 25	Tuesday, Wednesday	Christmas recess; administrative holidays
December 31–January 1	Tuesday, Wednesday	New Year's recess; administrative holidays

WINTER QUARTER 1992

November 18–26	Monday–Tuesday	Advance registration, Winter 1992
January 6	Monday	New-student registration
January 6	Monday	Classes begin

January 6–10	Monday–Friday	Late registration/add period
January 10	Friday	Last day to declare P/NP grading option
January 20	Monday	Martin Luther King Day; academic and administrative holiday
January 24	Friday	Last day to submit incomplete fall quarter 1991 work to professors
January 24	Friday	Last day to petition for degrees to be conferred in March 1992
January 31	Friday	Final day to remove fall quarter 1991 incompletes (faculty)
January 31	Friday	Last day to withdraw from classes without a W grade
February 17	Monday	Presidents' Day; academic and administrative holiday
February 18–28	Tuesday–Friday	Advance registration, Spring 1992
February 21	Friday	Last day to petition for degrees to be conferred in June 1992
March 6	Friday	Last day to withdraw from classes
March 13	Friday	Classes end
March 16–20	Monday–Friday	Winter quarter examinations

SPRING QUARTER 1992

February 18–28	Tuesday–Friday	Advance registration, Spring 1992
March 30	Monday	New-student registration
March 30	Monday	Classes begin
March 30–April 3	Monday–Friday	Late registration/add period
April 3	Friday	Last day to declare P/NP grading option
April 17	Friday	Good Friday; academic and administrative holiday
April 20	Monday	Last day to submit incomplete winter quarter 1992 work to professors
April 20	Monday	Last day to petition for degrees to be conferred in August 1992

April 24	Friday	Final day to remove winter quarter 1992 incompletes (faculty)
April 24	Friday	Last day to withdraw from classes without a W grade
May 1–29	Wednesday–Friday	Advance registration, Fall 1992
May 25	Monday	Memorial Day; academic and administrative holiday
May 29	Friday	Last day to withdraw from classes
June 5	Friday	Classes end
June 8–11	Monday–Thursday	Spring quarter examinations
June 13	Saturday	141st Commencement

SUMMER SESSION 1992*

June 1–22	Monday–Monday	Registration period, summer session 1992
June 22	Monday	Classes begin
July 3	Friday	Independence Day; academic and administrative holiday
July 31	Friday	Classes end
August 3, 4	Monday, Tuesday	Summer session examinations

All dates are inclusive.

*Summer session dates are subject to change.

1

Santa Clara University

STATEMENT OF PURPOSE

Inspired by the love of God to serve through education, begun by the Franciscans who founded Mission Santa Clara in 1777 and continued by the Jesuits who opened the College in 1851, Santa Clara University declares its purpose to be the education of the human person within the Catholic and Jesuit tradition.

The University is thus dedicated to

- a community of highly qualified scholars, teachers, students, and administrators bound to an uncompromising standard of academic excellence;
- an education that, in its emphasis on undergraduate studies and its pursuit of selected high-quality graduate and professional programs, stresses moral as well as intellectual values, an education of the whole person, an education seeking to answer not only "what is" but "what should be";
- an academic community informed by Catholic principles, a community offering its members the opportunity for worship and for deepening their religious perception, yet a community enriched by men and women of diverse religious and philosophical as well as social and racial backgrounds, a community opposed to narrow indoctrination or proselytizing, a community wherein freedom of inquiry and freedom of expression enjoy the highest priority;
- an integrated curriculum designed not only to provide the scientific and humanistic knowledge necessary to enable students to become fully human, but also to demonstrate the unity of all forms of knowledge and to enable students to assume leadership in the modern world;
- the encouragement of teaching excellence and of the scholarly research that promotes such excellence, of close student-teacher relationships, of experimental and innovative courses and teaching methods—courses and methods that stimulate not only the acquisition of knowledge but also the creative use of knowledge;

- an academic community in which students, teachers, and administrators dedicated to academic freedom and united in the search for truth actively formulate and carry into effect the University's policies.

Board of Trustees
Santa Clara University
January 22, 1975

HISTORICAL PERSPECTIVE

On January 12, 1777, six months after the signing of the Declaration of Independence, a cross was planted at a site in the present city of Santa Clara by a Spanish Franciscan missionary, Tomás de la Peña, to mark the founding of the eighth of California's original 21 missions, Santa Clara de Asís.

Three-quarters of a century elapsed before Santa Clara University, or Santa Clara College as it was known, opened its doors as an institution of higher learning. In the intervening years, however, the mission served as a spiritual center and school for the Indians. Besides religious instruction, the men were taught stockraising, farming, and the building trades; the women, weaving and sewing; the boys, reading, music, and religious drama. From 1777 until Mexican government secularization on February 27, 1837, some 9,000 persons were baptized at the mission.

During the early period, the less solidly built mission buildings of the first and second sites were destroyed by the flooding waters of the Rio Guadalupe. The third mission church, constructed of adobe, was completed in 1784 but was seriously damaged by earthquakes in 1812 and 1818. A fourth church, also adobe, was used temporarily from 1819 to 1825. The larger, fifth adobe mission with its quadrangle patio, was completed and dedicated August 12, 1825. The University's Adobe Lodge Faculty Club is all that remains of the west wing of that quadrangle.

The first site of Mission Santa Clara is marked by a California state historical landmark located near the intersection of Kifer Road and De La Cruz Boulevard. Crosses mark the second site at De La Cruz Boulevard and Martin Street and the third site at Campbell and Franklin streets. The temporary fourth mission church stood between what are now Kenna Hall and the Walsh Administration Building.

During the first three decades of the nineteenth century, the old mission enjoyed its most fruitful years. In 1827, more than 1,400 Indians lived within sound of the mission's bells. In that year, some 15,000 sheep, 14,500 head of cattle, and abundant crops of wheat, corn, and beans were produced and cared for by the Indians under the guidance of the missionaries.

A combination of factors terminated the decades of prosperity at Santa Clara and the other California missions. The Mexican War of Independence brought turmoil from 1810 to 1821 and resulted in a decrease in Franciscan personnel and donations-in-aid from benefactors. The new Mexican government took possession of the old Jesuit Pious Fund of the Californias that had been the main source of support for the mission. Most of the Indians' lands, cattle, and sheep became the object of spoliation by civil administrators.

In 1827 and again in 1829, governmental decrees ordered exile for all Spaniards who refused allegiance to the new regime. Since most of the mission padres were from Spain, many chose banishment. Some, however, remained until 1833, when Mexican Franciscan replacements arrived from the missionary college of Zacatecas. Among them was Fray Francisco García Diego y Moreno, who was to become the first bishop of the Californias. Although committed to the welfare of the Indians, the padres' resistance to governmental encroachment on the Indians' rights and property had little effect. Full secularization of mission properties was finally imposed at Mission Santa Clara in early 1837. This action ended the effectiveness of the Franciscan missionary endeavor in Alta California. Within a few years, most of the mission buildings and the Indian lands, cattle, and sheep were seized by civil officials and other claimants. In the early 1840s, foreigners began arriving in Alta California in increasing numbers. Some of the immigrants were Anglo-Americans attracted by the rich agricultural lands of the Santa Clara Valley.

Events of the year 1848 dramatically altered the course of history at Santa Clara. In February the United States and Mexico signed the Treaty of Guadalupe Hidalgo, which concluded the two-year war in which they had been engaged and ceded California to the United States. That same year gold was discovered in the Sierra Nevada, thus attracting a flood of newcomers into the former Mexican province.

It was in this setting that Santa Clara opened its classroom doors in May 1851. The new bishop of San Francisco, Joseph Sadoc Alemany, asked Jesuits Michael Accolti and John Nobili, formerly Oregon missionaries, to open a college at Mission Santa Clara. During its first academic year, 1851–52, Father Nobili and a handful of Jesuit and lay teachers offered instruction in a variety of subjects to approximately 40 students. A decision made in 1854 by the Jesuit Province of Turin, Italy, to adopt California as a permanent mission field marked a turning point in Santa Clara's history. As a consequence, the Jesuits of Turin provided the college with the faculty and support that it needed to grow. The following year, Santa Clara College received a charter of incorporation from the state of California.* In 1857, the college conferred its first collegiate degree, a Bachelor of Arts diploma, on Thomas I. Bergin. This was the first diploma granted by any institution of higher learning in the state of California. By 1858, new scientific apparatus arrived from Paris, and integrated courses in science as well as in the classics and in commercial subjects were offered.

Slow and steady growth followed, and distinguished graduates became prominent members of California life. It was not until 1912, however, that the Schools of Law and Engineering were founded. In that same year, courses in the humanities and the sciences were expanded, and the college became Santa Clara University. Meeting the demands of urban growth in the Santa Clara Valley, courses in commerce and finance were also expanded in 1926, and the University's School of Business and Administration began. In that same year,

*THE UNIVERSITY'S LEGAL NAME is *The President and Board of Trustees of Santa Clara College* to which should be added, *A Corporation, located at Santa Clara, California.* For the information of individual, corporation, and foundation donors who wish the tax benefits of their gifts and grants, the University is classified by the Internal Revenue Service as a 501 (c) (3) (ii) tax-exempt organization and it is not classified as a private foundation under section 509 (a) of the IRS Code.

the old mission church was destroyed by fire. The present structure, an enlarged replica of the original, was completed in 1928.

From the 1930s through World War II, the University's enrollment was relatively stable. The return of many veterans resulted in an enlarged student body and new resources. In 1947, for the first time in the University's history, enrollment broke the 1,000 mark. From the postwar period to the present, the face of the campus has been changing and expanding. In 1961, the University announced a major change in policy and accepted women as undergraduate students for the first time in its 110-year history. Santa Clara became the first Catholic coeducational institution of higher learning in California. Thanks to the generous support of many friends, 23 new buildings have been added to match the growth in enrollments. The Louis B. Mayer Theatre, Leavey Activities Center, and Cowell Health Center were completed in the early 1970s. Additions in the 1980s included a computer center, engineering and computer laboratories, parking facilities, and student housing. The already scenic campus was significantly enhanced in 1989 by rerouting The Alameda, California's oldest north-south highway, around the University. With the new entrance road and landscaping, the reroute unifies the Mission and modern sections of the campus into 104 contiguous acres.

Although the student body has grown rapidly in the past decade, it has been held relatively small: 3,800 undergraduates and 3,900 graduate and law students. Since 1960, educational opportunities at all levels have increased.

As an independent University supported by tuition and gifts, Santa Clara has been able to accomplish change in ways that reflect its traditional concern for the individual student.

Today, Santa Clara University, the first institution to offer classes in higher learning on the West Coast, continues its mission heritage of service by helping its students equip themselves with advanced knowledge and humanistic values. Academic excellence in a well-balanced human being is the University's goal.

CAMPUS LOCATION

Santa Clara University is 46 miles from San Francisco, near the southern tip of the Bay, in an area rich in opportunities for learning. The campus is situated in the midst of one of the nation's great concentrations of high-technology industry (Silicon Valley) and professional and scientific activity. Many nearby firms and social agencies are world leaders in the search for solutions to man's most critical problems. The cultural and entertainment centers of San Francisco, Berkeley, Oakland, and Marin County are within one-hour's travel by bus, train, or car. In the opposite direction, the Pacific beaches of Santa Cruz are about 30 minutes away; the world-famous Monterey Peninsula and Carmel are two hours away.

The University is accessible by major airlines via San Jose International Airport, which is three miles from campus, and via San Francisco and Oakland International airports.

Santa Clara has a moderate Mediterranean climate. Over a period of 67 years, the average maximum temperature was 71.4 degrees and the average

minimum, 41.6 degrees. The sun shines an average of 293 days per year, and the average annual rainfall is about 15 inches.

ACADEMIC ORGANIZATION

The University is organized into five academic units.

The College of Arts and Sciences comprises seventeen departments and offers 28 majors leading to either the Bachelor of Arts or the Bachelor of Science degree. In addition, the Department of Music offers a Bachelor of Music in Performance degree. The College also provides the liberal arts curriculum to all undergraduate students in the University.

The Thomas and Dorothy Leavey School of Business and Administration offers a professional education in both undergraduate and graduate programs. The Executive Development Center, an integral part of the school, offers nondegree seminars, lectures, and programs for professional managers and executives. The graduate programs are described in *Leavey School of Business and Administration Graduate Programs.*

The School of Engineering offers a technical education in both undergraduate and graduate programs. The graduate programs are described in *School of Engineering Graduate Programs.*

The School of Law offers a full range of courses in federal, state, and international law that leads to the J.D. degree. The *School of Law Bulletin* describes its programs.

The Division of Counseling Psychology and Education offers programs in various areas of counseling and education. *Division of Counseling Psychology and Education Graduate Programs* describes its programs.

ACADEMIC TERMS

The academic year (September to June) is divided into three eleven-week terms. The eleventh week is devoted to examinations. Most undergraduate courses in the College of Arts and Sciences and the Leavey School of Business and Administration carry 4 units of academic credit and students typically enroll in four courses per quarter. During some quarters of their junior and senior years, students may enroll in three courses. In the School of Engineering, course values range from 3 to 5 units each; consequently, the number of courses taken varies. Most classes are scheduled on Monday, Wednesday, and Friday with 65 minutes per class period or Tuesday and Thursday with 105-minute class meetings. Science and engineering labs are scheduled in the afternoons and on Tuesday and Thursday mornings.

SUMMER SESSION

The six-week summer session offers day and evening courses for college credit. Undergraduate courses are offered in a number of academic disciplines. No transcript is required for admission, but all applicants must be in good academic standing. Students who have finished the eleventh grade may enroll

in freshman-level courses. Room and board are available on campus at reasonable rates.

Graduate courses are also offered in the Leavey School of Business and Administration, the School of Engineering, the School of Law, the Division of Counseling Psychology and Education, and the College of Arts and Sciences in the Department of Mathematics and the Department of Religious Studies. Course information may be obtained from the individual schools.

2

Admissions

ADMISSION TO FRESHMAN STANDING

Criteria

The University makes selective decisions regarding applicants for admission based on the following criteria: first, high school record; second, scores on College Entrance Examination Board tests; third, school recommendations; fourth, personal factors such as extracurricular involvement, character, and leadership; fifth, relationship to the University.

Admission to freshman standing at Santa Clara depends on a continued high level of performance during the remainder of the applicant's senior year in high school and on receipt of a high school diploma. If a significant change occurs in academic work during this year, the Committee on Admissions will reevaluate the acceptance in light of that change.

Recommended Courses

The following high school courses are recommended for a student applying for admission to the University as a freshman:

	Units		
Course	*Liberal Arts Majors*	*Business and Social Science Majors*	*Natural Science, Mathematics, and Engineering Majors*
Algebra	2	2	2
English	4	4	4
History	1	1	1
Foreign language (one)	3	3	3
Plane geometry	1	1	1
Laboratory science (upper division)	1	1	2*
Trigonometry		½	½
Elective**	4	3½	2½

*Physics and chemistry are recommended laboratory sciences for natural science and engineering majors.

**Elective courses must be in advanced foreign languages, mathematics, laboratory science, or other solid college-preparatory courses.

Campus Visits

The University encourages all candidates to visit the campus, preferably when school is in session, so they can tour the campus with a student guide. Although interviews are not required, a member of the admissions staff will be happy to meet with candidates. Appointments should be made in advance.

Admissions Procedure

Prospective freshman students should

1. File the application and service fee of $30 with the Admissions Office, Santa Clara University (application forms may be obtained from that office);
2. Submit a recommendation from a high school counselor or teacher, evaluating scholastic ability and character, to the Admissions Office (recommendation form is provided with application);
3. Request the high school to forward a sixth-semester transcript to the Admissions Office;
4. Take the Scholastic Aptitude Test (SAT)* no later than January of the senior year and request that scores be sent to the University. For information on dates and places of this test, write to the College Board, ATP, 1947 Center Street, Berkeley, California 94704, or Box 592, Princeton, New Jersey 08541;
5. Make certain all the above are completed and the required materials are submitted to the Admissions Office by February 1. Full consideration cannot be assured for applications received after that date;
6. Mail application materials directly to the Admissions Office.

Sixth-Semester Decision

Students may seek an admissions decision after the sixth semester. Transcripts reflecting six semesters of work and recommendation forms should be sent by the high school. The decision concerning admissions will be rendered beginning in December. If the Committee on Admissions requires additional academic information before reaching its final decision, the student will be so informed in a letter.

ADVANCED PLACEMENT

Santa Clara participates in the Advanced Placement program to grant recognition of college-level academic achievement prior to matriculation and to encourage students to pursue advanced studies in their areas of interest.

Credit or placement is determined on the recommendation of the appropriate department, which will review the student's scores and may also review the student's high school record, teacher evaluations, substantiation of independent studies, and transcripts from other colleges. Course credit is offered to

*The SAT is preferred, but the American College Testing (ACT) exam is also accepted.

students who qualify in subjects according to the schedule issued by the University registrar. Students will be notified of such credit on matriculation at Santa Clara.

The following chart indicates the subject examination, required scores, and Santa Clara credit granted in the Advanced Placement program.

ADVANCED PLACEMENT POLICY

Examination	*Score Required*	*Credit (qtr. units)*	*SCU Course Waived*
American government and politics	4, 5	4.0	Political Science 1
American history	4, 5	4.0	History 6, 7, or 8
Art: History	4, 5	4.0	Departmental determination
Art: Studio drawing	4, 5	**	Departmental determination
Art: Studio general	4, 5	**	Departmental determination
Biology	5	5.0	Departmental determination
Chemistry	4, 5	5.0	Chemistry 5
Comparative government and politics	4, 5	4.0	Political Science 2
Computer science A	4, 5	4.0	COEN 4 or DISC 17 or Math 10
Computer science AB	3, 4	4.0	COEN 4 or DISC 17 or Math 10
	5	8.0 or 4.0	COEN 4 and 5, or DISC 17, or Math 10 and 61
Economics (macro)	4, 5	4.0	Economics 1
Economics (micro)	4, 5	4.0	Economics 2
English: Language and composition	4, 5	4.0	English 1
English: Literature and composition	4, 5	4.0	3rd English requirement for Arts and Sciences and Business students
European history	4, 5	4.0	History 13
French language	4, 5	4.0	French 21
French literature	4, 5	4.0	French 22
German language	4, 5	4.0	German 21
Latin: Catullus–Horace	4, 5	4.0	None
Latin: Vergil	4, 5	4.0	None
Math: Calculus AB	4, 5	8.0	Math 11 and 12
Math: Calculus BC	3	4.0	Math 11
	4, 5	12.0	Math 11, 12, and 13
Music: Listen/Literature	4, 5	4.0	Departmental determination
Music: Theory	4, 5	4.0	Departmental determination
Physics B	4, 5	4.0	Physics 106
Physics C: Mechanical	4, 5	5.0	Physics 4

Physics C: Electrical and magnetic	4, 5	**	Departmental determination
Spanish language	4, 5	4.0	Spanish 21
Spanish literature	4, 5	4.0	Spanish 22

** Department determines the unit credit to be awarded and/or the course waived.

ADMISSION TO ADVANCED STANDING (TRANSFERS)

Each year the University accepts a number of transfer students, principally at the sophomore and junior levels. Since applications exceed the number of students who can be accommodated, no specific statement can be made about the quality of work (GPA) that will enable a transfer applicant to be accepted. Only students in good standing at the last college attended will be considered. No student on academic or disciplinary probation or suspension will be considered for admission.

Ordinarily, there is no minimum number of units required for transfer admission. However, students who were not accepted as freshmen cannot be considered until they have completed at least 45 quarter units or 30 semester units of transferable college work. In general, students' class standing is determined by the number of units applicable to their degree program.

The Scholastic Aptitude Test of the College Entrance Examination Board is required of transfer applicants who have completed less than 45 quarter units or 30 semester units of transferable work. A high school transcript and transcripts from all colleges and universities attended are required of all applicants.

Transfer students may apply for admission for fall, winter, and spring quarters. Deadlines for applications to those terms are fall, May 1; winter, November 1; spring, February 1.

Transfer Credit

Transfer credit is determined by the dean of the College or School following the student's acceptance and submission of registration deposit. No evaluation will be made before that time. The following general statements apply to transfer credit:

- Santa Clara University awards transfer credit to students who have completed, with a grade of C or better, courses taken at other accredited four-year universities and colleges. The academic levels of these courses must be essentially equivalent to those of similar courses offered at Santa Clara and typically exclude courses or credit gained from continuing education or from practica or internships (i.e., experiential learning).
- Courses from accredited two-year institutions are generally transferable if they are similar to courses listed in the Santa Clara University *Undergraduate Bulletin,* under the same conditions, and if (in California community colleges) they are designated as University of California transferable. A maximum of 90 quarter units (60 semester units) of academic work, passed with a grade of C or better, taken at a community (two-year) college may be accepted for transfer credit toward a degree at Santa Clara.

- Work done at other institutions will not be used in calculating grade point averages or class rankings at Santa Clara.
- Technical or trade courses and courses from regionally unaccredited institutions, trade schools, and extension or correspondence programs do not transfer.
- Students who are already enrolled at Santa Clara University and who intend to take courses at other institutions, either while on academic leave or during the summer months, are strongly urged to have these courses approved in advance by the chair of the major department and by the dean of their college. In this way, the selection of nontransferable courses can be avoided. Appropriate approval forms are available from the Student Records Office.

Recommended Courses

Students applying for transfer to Santa Clara enhance their chances for admission by completing as much of the core requirements (outlined under each undergraduate division in this bulletin) as possible before transferring. Preference will be given to students who have completed the following courses:

- College of Arts and Sciences: English composition (2 semesters or quarters); college-level mathematics (1 semester or quarter); natural science (1 semester or quarter)
- School of Business: English composition (2 semesters or quarters); calculus and analytic geometry (2 semesters or quarters); accounting (2 semesters or 3 quarters); microeconomics; macroeconomics
- School of Engineering: English composition (2 semesters or quarters); calculus (2 semesters or 3 quarters); chemistry (2 semesters or 3 quarters); physics (1 semester or 1 quarter)

ADMISSION OF FOREIGN-BORN STUDENTS

Foreign-born students must present a score in the Test of English as a Foreign Language (TOEFL), which is administered by the Educational Testing Service. The minimum acceptable TOEFL score is 550. Foreign-born students, both freshmen and advanced-standing applicants, must also take the Scholastic Aptitude Test of the College Entrance Examination Board. In order to be issued Immigration Form I-20, the applicant must be accepted as a full-time student working toward a degree.

ADMISSION OF PART-TIME STUDENTS

The University does not admit degree-seeking students on a part-time basis. Those who wish to take an individual course on a space-available basis should contact the Admissions Office for an application for nonmatriculants.

3

Financial Information

EXPENSES: 1991–92

Application fee **$30.00**
This nonrefundable charge is to be sent with each application form.

Deposits

All new students or students applying for readmission **$200.00**
This amount is automatically credited to the student's account when paid and is not refundable.

Housing prepayment **$200.00**
The $200 deposit must accompany the housing contract. The deposit is refundable on a prorated basis according to the schedule stipulated in the Student Housing Contract.

Tuition and fees per quarter **$3,757.00**

Late payment fee **$75.00**

Incremental tuition (per course) **$80.00**
For students taking Engineering courses

Part-time tuition

One (1) term course **$1,261.00**
Two (2) term courses (lower-division students) **$2,331.00**
Two (2) term courses (upper-division students) **$3,757.00**
Upper-division students enrolled for at least two (2) courses, regardless of the unit value of the courses, are considered full-time students for tuition purposes and will be charged full-time tuition.

Room and board per quarter **$1,764.00***
The amount stated above is for the 19 meal plan rate of $743 and the standard residence hall (two persons per room) rate of $1,021. Please note that any other housing or meal plan arrange-

*New students will be assessed an early board and/or room charge for the fall orientation program, assessed as follows:
Resident student orientation fee $70.00
Freshman commuter orientation fee $40.00
Transfer commuter orientation fee $40.00

ment will result in a different rate than stated above. Charges during winter and spring recess are by arrangement with the director of Housing and Residence Life.

Residence Life Programming Fee ($5 per quarter) **$15.00**

Note: Tuition and room and board are due and payable in full no later than the announced financial clearance deadline.

Fees

Co-op administrative fee	**$250.00**
Fee for challenging a course (per course)	**$50.00**
Late registration fee	**$30.00**
Late submission of form fee (administrative forms, e.g., application for degrees, etc., per day; $50 maximum)	**$2.00**
Fee for replacement of damaged identification	**$5.00**
Fee for replacement of lost identification	**$15.00**
Deferment service fee	**$50.00**
Returned check fee	**$10.00**
Studies Abroad service fee	**$30.00**
Transcript of grade fee (per copy)	**$2.50**
Transcript of grade fee (rush process)	**$7.50**
Graduation fee	**$50.00**

Note: For graduate programs in Business and Administration, Religious Studies, Counseling Psychology and Education, Engineering, Law, and summer session tuition and fees, see announcements of the various graduate programs and summer sessions.

Registration Cancellation Fee If a student, after registering, withdraws anytime prior to the first scheduled day of classes and before attending any classes, the full refund is subject to a $50 registration cancellation fee.

Art Courses A materials fee will be charged for art courses. The fee varies per course.

Biology Laboratory Courses A $40 fee will be charged for each lab course to cover the cost of supplies.

Chemistry Laboratory Courses Breakage costs will be charged at the completion of each course. A $40 fee for each lab course will be charged at the time of registration.

Communication Laboratory Courses A fee will be charged for communication laboratory courses. The fee varies per course.

Computer Science (Mathematics) Courses A $30 fee will be charged for each course that requires intensive computer use.

Music Courses A $20 fee will be charged for each course. The private lesson course fee is $275.

Physics Courses A $20 fee will be charged for each lab course.

Psychology Courses A $40 fee will be charged for each lab course.

Special Information A full-time student who drops courses after the last day to add classes will be considered full-time for the balance of that term for tuition purposes.

Part-time Students For tuition purposes, a part-time student is defined as a lower-division student taking fewer than three (3) term courses or an upper-division student taking fewer than two (2) courses, regardless of the unit value of the course. For financial aid purposes, 6 units is the minimum number of units to be considered enrolled at least half time.

Parking Permits Permits may be purchased daily between 8:00 a.m. and 5:00 p.m. at the Public Safety Office. Permit fees are $40 per year or $20 per quarter.

Damages Charges for loss or damage in residence halls, to other University property, and to special equipment will be billed directly to the student and parents on report of damage or loss.

PAYMENT PROCEDURES FOR RETURNING STUDENTS

The University requires payment in full of tuition and room and board by the announced financial clearance deadline. All payments are to be sent to the following address:

Office of Student Accounts
Santa Clara University
P.O. Box 44783
San Francisco, CA 94144–4783

The University does not bill in advance for an academic quarter. Prior to registration, payment instructions regarding costs and payment deadlines will be mailed to the permanent address.

Payment for all charges is due on or before the announced financial clearance (payment) deadline. Registration will not be considered complete and will be canceled unless payment in full is received or a formal deferment of payment is obtained from the Office of Credit and Collection by this deadline.

Students who have unpaid accounts at the University or who defer payment without approval are subject to dismissal from the University and, as long as such accounts are outstanding, will not be issued academic transcripts or diplomas.

PAYMENT PROCEDURES FOR INCOMING FRESHMEN AND TRANSFER STUDENTS

The University requires payment in full of tuition and room and board on or before registration day. Prior to registration, payment instructions regarding costs and payment deadlines will be mailed to the permanent address.

MONTHLY PAYMENT PLANS

Many families prefer to meet academic expenses out of monthly income rather than in large cash payments. Several payment plans are available to accommodate those needs. For more information on these plans, please contact the Office of Student Accounts.

Families who do not choose a monthly payment plan may either pay all charges by the financial clearance deadline or take advantage of one of several deferred payment plans administered by outside agencies. Families who plan to use one of these agencies should complete the details with the sponsoring agency at least six weeks prior to registration. The names and addresses of these agencies are available from the Office of Student Accounts.

GUARANTEED TUITION PLAN

The Guaranteed Tuition Plan is a payment plan whereby families may prepay up to four years of tuition. The University guarantees that the student's tuition rate will not increase over the prepaid period. Payment of the required prepaid tuition and mandatory fee amount may be made in the following ways:

1. A lump sum payment from the family's own resources
2. A loan in the prepaid amount from a commercial lender

REFUND OF TUITION

The date on which written notification of withdrawal is received at the Student Accounts Office will be the effective date on which any refund of tuition will be determined, not the last date of attendance by the student. Written notification of withdrawal must be received prior to the first scheduled day of classes to qualify for a full tuition refund less a $50 registration cancellation fee. Written notification of withdrawal received on or after the first scheduled day of classes will result in a refund of tuition according to the following schedule:

Prior to the start of the quarter*	100%
During the first week of the quarter	75%
During the second week of the quarter	50%
During the third week of the quarter	25%
NO FURTHER REFUNDS AFTER THE THIRD WEEK	

No refunds will be made because of curtailment of services brought about as a result of strikes, acts of God, civil insurrection, riots or threats thereof, or other causes beyond the control of the University. All fees, charges, and refund schedules in this bulletin are subject to change without prior notice.

*Less registration cancellation fee

REFUND OF ROOM AND BOARD

Students who reside in University residences for less than a full term will be assessed room charges on a prorated basis according to the schedule stipulated in the Student Housing Contract. Students who are evicted from, move from, or otherwise withdraw from University housing during an academic term and who are not released from the contract will continue to be assessed room charges for the remaining portion of that term.

Refund of unused board will be prorated from the Monday following the date of meal ticket cancellation. Refunds cannot be processed until one month after the student's withdrawal.

FINANCIAL AID

Santa Clara University maintains a broadly based program of financial assistance for its students. Administered by the Financial Aid Office, this resource helps bridge the gap between the cost of education and what parents and students can reasonably contribute.

The financial need of each family is estimated from information supplied on the Financial Aid Form (FAF) or College Scholarship Service (CSS) version of the Student Aid Application for California (SAAC).

On the basis of this estimate, a "package" of financial assistance is prepared for the student, subject to the amount of total aid dollars available and any adjustments made by the aid office. Depending on the student's eligibility, an aid package may include any combination of the following: scholarships, grants, loans, or part-time on-campus employment.

Financial help from the University and other sources should be viewed as supplementary to the efforts of the student and family. Santa Clara University believes that the maximum effort to assist students with college expenses rests with the family. Working together, families and the University can ensure that although the cost of a college education is high, it need not be prohibitive.

More complete information about the University's financial aid program is available in the Student Financial Services bulletin *Putting It Together.* Specific answers concerning information in the bulletin or the limited grant program for disadvantaged students are available from the Financial Aid Office (408-554-4505).

Third-Child Family Grant

The University offers a special one-half tuition remission to families who have three dependent undergraduate students concurrently enrolled at Santa Clara. The program's conditions are

1. All three students must be concurrently enrolled as undergraduates;
2. All three students must be dependent on parents;
3. Parents must apply for the program by submitting a letter requesting the Third-Child Family Grant and a copy of their latest federal income tax return showing all three students as dependents;
4. All financial aid deadlines should be followed in making application.

Applications

Aid packages including any combination of scholarships, grants, loans, and on-campus employment may vary in dollar amount each year depending on the student's family financial circumstances. Packages are renewable annually provided the student fulfills the University's requirements and reapplies each year by the application priority deadlines indicated below. New undergraduate applicants with completed documents on file by February 1 preceding September enrollment should be notified of their aid eligibility no later than June 1. Undergraduate renewal applicants must reapply by May 1 each year and will receive notification of their aid eligibility prior to fall registration.

To apply for financial aid consideration, a student must submit the following documents by the indicated dates:

1. **Submit required documents—all students**

   Financial Aid Form (FAF) or College Scholarship Service (CSS) version of the Student Aid Application for California (SAAC) ..... **February 1**

2. **Submit supplementary documents (where applicable)**

   a. Financial aid transcripts—transfer students ..... **May 1**
   b. Immigration and Naturalization Service (INS) status document—eligible noncitizens ..... **May 1**
   c. Student's U.S. tax returns, if requested ..... **May 1**
   d. Parents' U.S. tax returns, if requested ..... **May 1**
   e. Verification documents, if requested ..... **May 1**

Qualifications

The selection of students to receive financial aid requires evidence of financial need. Once this criterion has been met, priority of consideration is given to applicants with the highest scholastic attainments. Students of exceptional academic merit should write to the director of the Honors Program.

Scholarship recipients are expected to maintain an overall grade point average of 3.0. All other aid recipients must maintain a GPA of 2.0. All financial aid recipients must remain enrolled as full-time students (minimum of 12 quarter units) for each quarter in which aid is received and must make satisfactory progress toward a degree. Please refer to the Academic Standing section of this bulletin (pages 254–256) for specific criteria on good standing and the Student Classification section (page 237) for specific criteria on normal progress. Financial aid may be terminated at any time for serious infractions of the University's rules and regulations. As a general rule, graduate and professional students will receive consideration for financial aid after the undergraduate needs have been met. Ordinarily, financial aid is not available for noncitizens unless they are in the United States permanently and have made application for citizenship. It is the financial aid recipient's responsibility to notify the Financial Aid Office immediately of any changes in address, name, marital status, academic status, or family financial situation.

Eligibility for financial aid is for a maximum of 12 quarters. Request for an extension of this maximum must be addressed in writing to the Financial Aid Office.

All financial aid awarded will be distributed in equal installments to coincide with the number of academic periods in the year and will be placed as a credit on the student's account at the Student Accounts Office.

Loans

Because scholarships and grants are limited, many students applying for aid find it most advantageous to finance a portion of their education through a loan program. Among programs available to students are Perkins Loans, Stafford Loans, Supplemental Loans for Students, Parent Loans for Undergraduate Students (PLUS), and Family Ed Loans. Further information may be obtained by consulting the Student Financial Services bulletin *Putting It Together.*

Employment

The University maintains the Career Services Center on campus to assist students in securing part-time work. Students who receive financial aid are expected to contribute as much as possible from their own resources to assist in meeting their costs at Santa Clara.

Tentative Financial Aid Deadlines for 1991–92 and 1992–93

Please consult the 1991–92 edition of *Putting It Together,* available from the Financial Aid Office.

	1991–92	1992–93
Winter quarter	December 1, 1991	December 1, 1992
New scholarship and grant consideration	February 1, 1991	February 1, 1992
Perkins Loan and Work-Study (nonrecipients)	February 1, 1991	February 1, 1992
Spring quarter	March 1, 1991	March 1, 1992
Cal Grants	March 2, 1991	March 2, 1992
Financial aid renewal	May 1, 1991	May 1, 1992
Pell Grants (apply as early as possible)	May 15, 1992	May 15, 1993

These deadlines are tentative and should be confirmed with the Financial Aid Office after October 1991.

Note: All Stafford Loan applications must be completed and in the Financial Aid Office not later than six weeks prior to a registration period. Applications received later than this date will be processed as time allows, normally after registration. Information on summer session aid will be available from the Financial Aid Office after *June 15.*

4

University Curriculum

Santa Clara's education of "the whole person" requires a program of study that reflects breadth as well as depth, imparts a common body of knowledge to all students, develops the capacity for critical judgment and clear expression, and encourages a desire for lifelong learning.

The University Curriculum, approved by the Board of Trustees in 1981, establishes course requirements to meet the following seven educational goals:

1. An ability to write clearly and effectively and to read critically (Composition and Literature)
2. An understanding of the history of Western culture and the methods of inquiry characteristic of the humanities (Western Culture)
3. An understanding of another culture through the study of a foreign language (Foreign Language)
4. An understanding of human behavior and the methods of inquiry characteristic of the social sciences (Social Sciences)
5. An understanding of the natural world and the methods of inquiry characteristic of mathematics and the natural sciences (Mathematics and Natural Sciences)
6. An ability to make decisions based on ethical principles (Ethics)
7. An understanding of the religious dimensions of life (Religious Studies)

5

College of Arts and Sciences

Dean: Peter A. Facione
Associate Dean for Curriculum and Planning: Carol White (Philosophy)
Associate Dean for Faculty and Staff Resources:
Thomas Shanks, S.J. (Communication)
Associate Dean for Student Academic Affairs and Assessment:
Cedric Busette (Modern Languages)
Assistant Dean for Student Advising: John B. Drahmann (Physics)

Office of the Dean: Bannan Hall 261 (408-554-4455)

The College of Arts and Sciences, comprising the traditional liberal arts disciplines, offers courses in the humanities, arts, social sciences, and natural sciences. The College provides

- the University Curriculum common to the education of all undergraduate students at Santa Clara;
- major programs of study for in-depth education in a variety of traditional academic disciplines;
- courses beyond the departmental major programs for further understanding in areas of particular interest to students.

The College confers the Bachelor of Arts degree in Art, Classics, Communication, Dance, English, French, German, History, Italian, Multidisciplinary Studies, Music, Philosophy, Religious Studies, Spanish, and Theatre Arts.

It confers the Bachelor of Science degree in Anthropology, Biology, Chemistry, Combined Sciences, Computer Science (Mathematics), Economics, Engineering Physics, Mathematics, Multidisciplinary Studies, Physics, Political Science, Psychology, and Sociology.

Special programs in Multidisciplinary Studies and Combined Sciences provide students the opportunity of studying issues from the perspective of more than one academic discipline. In addition, the Department of Music offers a Bachelor of Music in Performance. Students may also pursue a minor.

BACHELOR OF ARTS

The program of study for the degree of Bachelor of Arts, which consists of a total of 175 quarter units, includes courses that fulfill the goals of the University Curriculum, the College of Arts and Sciences curriculum, and the respective departmental major curriculum.

For the Bachelor of Arts degree, students must fulfill the following University and College requirements:

Composition and Literature

Three courses: (a) two courses in composition and rhetoric, normally, English 1 and 2; and (b) one course in writing or in literature that includes a writing component. This course should preferably be taken after completing 60 quarter units.

Western Culture

Three courses outside the major department, in one of the following sequences: (a) English 11, 12, and 13; or (b) History 11, 12, and 13; or (c) Philosophy 11, 12, and 13; or (d) Art History 11, 12, and 13. The three courses in Western Culture should normally be taken in sequence.

Foreign Language

Successful completion of the third course of the first-year sequence in a single classical or modern foreign language. Students who have successfully completed the fourth year of study in a single classical or modern foreign language during high school or who demonstrate an equivalent level of proficiency by passing a language proficiency examination are exempt from this requirement.

Social Sciences

One course from the following: Anthropology 1, 2, 3; Economics 1, 2; Political Science 1, 2, 25, 40; Psychology 10, 11, 70; Sociology 1, 25, 33.

Mathematics and Natural Sciences

Three courses: (a) one course in mathematics equivalent to, at least, college algebra; (b) one course in natural science; and (c) one additional course in either mathematics or natural science.

Ethics

One course in general or applied ethics from the offerings in the Department of Philosophy.

Religious Studies

Three Religious Studies courses: (a) two courses, normally taken during the freshman and sophomore years—one Introductory-Level Religious Studies course and one Intermediate-Level Religious Studies course; and (b) one Advanced-Level Religious Studies course taken after completing 88 quarter units. These courses are to be taken in sequence.

Fine Arts

One course in studio art or performance.

Ethnic Studies and Women's Studies

One course in Ethnic Studies or Women's Studies.

Major Requirements and Electives

Students must also fulfill the course requirement for the departmental major. For these requirements, consult the departmental description for the respective major: Art, Classics, Communication, Dance, English, History, Modern Languages, Multidisciplinary Studies, Music, Philosophy, Religious Studies, and Theatre. Depending on the departmental major requirements, students will have a number of elective courses through which they can pursue their interests in particular subjects.

BACHELOR OF SCIENCE

The program of study for the degree of Bachelor of Science, which consists of a total of 175 quarter units (193 quarter units for Engineering Physics), includes courses that fulfill the goals of the University Curriculum, the College of Arts and Sciences curriculum, and the respective departmental major curriculum.

For the Bachelor of Science degree, students must fulfill the following University and College requirements:

Composition and Literature

Three courses: (a) two courses in composition and rhetoric, normally English 1 and 2; and (b) one course in writing or in literature that includes a writing component. This course should preferably be taken after completing 60 quarter units.

Western Culture

Two courses in one of the following sequences: (a) English 11, 12, and 13; or (b) History 11, 12, and 13; or (c) Philosophy 11, 12, and 13; or (d) Art History 11, 12, and 13. The two courses in Western Culture should normally be taken in sequence.

Foreign Language

Majors in Social Sciences Successful completion of the third course of the first-year sequence in a single classical or modern foreign language. Students who have successfully completed the fourth year of study in a single classical or modern foreign language during high school or who demonstrate an equivalent level of proficiency by passing a language proficiency examination are exempt from this requirement.

Majors in Mathematics and Natural Sciences Successful completion of the second course of the first-year sequence in a single classical or modern foreign language. Students who have successfully completed the third year of study in a single classical or modern foreign language during high school or who demonstrate an equivalent level of proficiency by passing a language proficiency examination are exempt from this requirement.

Social Sciences

One course *outside the major* from the following: Anthropology 1, 2, 3; Economics 1, 2; Political Science 1, 2, 25, 40; Psychology 10, 11, 70; Sociology 1, 25, 33.

Mathematics and Natural Sciences

Four courses: (a) a minimum of two courses in mathematics and (b) a minimum of two courses in natural sciences.

Ethics

One course in general or applied ethics from the offerings in the Department of Philosophy.

Religious Studies

Three Religious Studies courses: (a) two courses, normally taken during the freshman and sophomore years—one Introductory-Level Religious Studies course and one Intermediate-Level Religious Studies course; and (b) one Advanced-Level Religious Studies course taken after completing 88 quarter units. These courses are to be taken in sequence.

Ethnic Studies and Women's Studies

One course in Ethnic Studies or Women's Studies.

Major Requirements and Electives

Students must also fulfill the course requirements for the departmental major. For these requirements, consult the departmental description for the respective major: Anthropology, Biology, Chemistry, Combined Sciences,

Computer Science (Mathematics), Economics, Engineering Physics, Mathematics, Multidisciplinary Studies, Physics, Political Science, Psychology, and Sociology. Depending on the departmental major requirements, students will have a number of elective courses through which they can pursue their interests in particular subjects.

DEPARTMENT OF ANTHROPOLOGY AND SOCIOLOGY

Professor: Witold Krassowski
Associate Professors: Alma M. Garcia, Charles H. Powers, George D. Westermark *(Chair)*
Assistant Professors: Luis Calero, S.J., Mary Elaine Hegland, Kichiro K. Iwamoto, Russell K. Skowronek

The Anthropology and Sociology Department offers two distinct degree programs leading to the Bachelor of Science in Anthropology or the Bachelor of Science in Sociology. Course offerings in anthropology cover three major areas of the discipline: cultural anthropology, physical anthropology, and archaeology. Courses in sociology are organized into three main components: introductory, core, and area courses. Special emphasis programs are available to interested majors. A minor in anthropology or sociology is also available.

A solid undergraduate foundation in anthropology or sociology secures the analytical skills needed to undertake professional degree programs (in anthropology, sociology, law, and social services) or to embark on a number of careers (from banking to management to research).

REQUIREMENTS FOR ANTHROPOLOGY MAJOR AND MINOR

Anthropology majors must fulfill the general requirements of the University for the Bachelor of Science degree. In addition, they must complete the following requirements:

1. Anthropology 1 (Introduction to Physical Anthropology), 2 (Archeology and Prehistory), 3 (Introduction to Social and Cultural Anthropology)
2. Sociology 1 (Principles of Sociology)
3. Anthropology 116 (Theory and Method) and 124 (Senior Thesis)
4. Six upper-division courses in anthropology, at least one of which must be a culture area course; Anthropology 198 (Internship) strongly recommended
5. Introductory statistics course (see adviser for recommendations)

The minor in anthropology requires completion of Anthropology 1 or 2; 3; one other lower-division course; and four upper-division courses, including 116.

REQUIREMENTS FOR SOCIOLOGY MAJOR AND MINOR

Sociology majors must fulfill the general requirements of the University for the Bachelor of Science degree. In addition, they must complete the following:

1. Sociology 1 (Principles of Sociology) and *either* 25 (Introduction to Social Psychology) *or* 33 (Social Problems in America)
2. Anthropology 3 (Introduction to Social and Cultural Anthropology)
3. Sociology 116 (Methods of Social Research), 118 (Social Theory), and 124 (Senior Thesis)
4. Five upper-division courses in sociology. Three of these must be from the following courses: 132 (Social Stratification), 137 (Social Change), 138 (Population and Resources), 148 (Complex Organizations), 157 (Family and Kinship), 162 (Political Sociology)
5. Two other upper-division courses selected from offerings in sociology; Sociology 198 (Internship) strongly recommended
6. Introductory statistics course (see adviser for recommendations)

The minor in sociology requires completion of Sociology 1; 25 or 33; 116 and 118; and three courses chosen from 125–199.

An average grade of C must be maintained in courses in the major. By the end of the winter quarter of their senior year, majors in both anthropology and sociology must complete a senior thesis approved by the faculty of the department. Majors must have completed the lower-division requirements prior to undertaking the senior thesis.

SPECIAL EMPHASIS PROGRAMS

Anthropology and sociology majors may select from several special emphasis programs to complete their majors. These programs are not narrow specializations, but reflect competence in the applied fields of the disciplines. The completion of special emphasis programs will be noted on student transcripts with the approval of the department chair. Detailed descriptions of the special emphasis programs can be found in the Department Handbook or obtained from the department secretary.

Anthropology

Archaeology An emphasis program focusing on a deeper understanding of the human past and how it is studied. This is a possible course of study for majors with an interest in employment in cultural resource management or graduate study in archaeology.

Human Services An emphasis program combining anthropology with the study of social problems and their alleviation. This is a possible course of study for majors planning careers in human resources, law, law enforcement, gerontology, or social work in a culturally diverse society.

Sociology

Business, Technology, and Society An emphasis program linking sociological principles and practices with management and administration of enterprises in the public and private sectors. This is a possible course of study for majors planning careers in business or public administration.

Human Services An emphasis program combining sociology with the study of social problems and their alleviation. This is a possible course of study for majors planning careers in human resources, law, law enforcement, gerontology, or social work in a culturally diverse society.

ANTHROPOLOGY

1. Introduction to Physical Anthropology

Study of the origin and antiquity of man, the fossil evidence for human evolution, primate behavior, and human variation in morphology, serology, and genetics.

2. Archaeology and Prehistory

Survey of the evolution of human culture during the prehistoric period in both the Old World and the New World and an examination of the methods archaeologists use to study the past.

3. Introduction to Social and Cultural Anthropology

Concept of culture, the development and evolution of social and cultural analyses of the major subsystems of culture (economic, ethnological, social, and political organizations, philosophy, and worldview), and selected issues of social concern; racism, cultural determinism, cultural relativity.

4. Vanished People and Lost Civilizations

Examination of "popular anthropology." Humans and their culture, human origins, and the development and understanding of human behavior. Evaluation of theories and assumptions in the popular literature in light of current anthropological knowledge.

40. Climate and Culture Through the Ages

Examination of the nature of climate, its impact on culture, and the methods used to study both climate and culture through time. Discussion of topics such as the Viking expansion, the fall of the Roman Empire, the greenhouse effect, and the ozone hole.

50. World Geography

Provides an understanding of world geography through an appreciation of contemporary global problems. Problems include the environmental crisis, international relations, demographic trends, and economic development. Special emphasis on world hunger and the roots of Third World poverty. (Also listed as Political Science 50.)

51. Religion, Ritual, and Politics

Examination through case studies of the uses of religion and ritual in politics: in legitimizing the status quo, in political competition, and in organizing passive and active political resistance. How and why religion and ritual are used in political activity such as black history, the revolution in Iran, sexual politics, Communist and Catholic parties in Italy. Possible reasons behind the current religious resurgence in the United States and elsewhere. (Satisfies Religious Studies requirement.)

56. Anthropology of Religion

Relation of religion to culture, personality, and social organization. Theories on the functioning of myth, ritual, and symbolism. Religious leaders, interpretations of death and afterlife, traditional curing, and religious movements and cults. (Satisfies Religious Studies requirement.)

86. Native-American Cultures§

Study of the range of variation in Native-American cultures. Examination of changes in recent history as well as contemporary issues.

88. Women in the Middle East‡

Examination through monographs, novels, and films of the situation and activities of Middle Eastern women in a variety of geographical and class settings. Women in economic and political process, family and kinship, wars of liberation and revolution. Women and gender symbolism as related to politics, development, social change, and religious resurgence.

90. Cross-cultural Study of Women‡

Cross-cultural examination of the roles and statuses of women and men. Exploration of factors affecting the lives of women and men, such as public and domestic realms of activities, political and economic factors, and family and socialization practices. Comparisons of the situation of women and men in the United States to determine the origins and future of sex roles in our own society.

91. Lower-Division Seminar in Anthropology

Seminar for freshmen and sophomores on selected issues in anthropology. By permission of the instructor only. NCX†

116. Theory and Method in Anthropology

Logic of research procedures and the theoretical issues associated with anthropological practice. Skills and methods of designing and analyzing research explored in readings and exercises. Theories of human cultural behavior. Required for majors and minors in anthropology. *Prerequisite: Anthropology 3 or permission of the instructor.* NCX†

118. Social Theory

In-depth treatment of innovations and developments in social thought. Emphasis on explaining what is essential about particular theoretical frameworks, how they can be used, and why they should be given attention.

124. Senior Thesis

Senior majors complete their theses under the guidance of faculty advisers and make seminar presentations of their work. NCX†

130. Primatology

Survey of the social behavior and organizations of monkeys and apes as known from laboratory and field studies. Examination of their relevance to the evolution of human behavior and social groups.

135. Human Diversity

General survey of the techniques and problems of racial classification. Emphasis on the genetic approach (both molecular and populational). Theories of racial origins and the selective bases of human variation.

144. Cultural Ecology

Survey of the theories, methods, and applications of the ecological perspective to the cultural attributes of past and present human populations. Emphasis on the relationship between the natural environment and human cultural systems.

†Exempted from challenge §Course included in Ethnic Studies program
‡Course included in Women's Studies program

149. North American Prehistory

Survey of the prehistoric cultures of North America and Northern Mexico from earliest human occupation to European colonization.

150. Religion in Culture and Society

Cross-cultural examination of religions in a range of human societies. Emphasis on religious pluralism, religious movements, and secularism in the contemporary world. (Satisfies Religious Studies requirement.)

151. Law and Conflict Resolution

Current issues in the anthropology of law and conflict resolution. Exploration of legal systems at various levels of societal complexity to understand the basis for social control in all human societies. Courts, legal professions, and politics from a cross-cultural perspective.

152. Political Anthropology

Cross-cultural examination of political behavior in a range of human societies and the effects of social, cultural, and environmental factors on political organization. Religion and politics, the role of women in politics, ethnic competition, secret societies, political ritual and ceremony, and the effects of colonialism and economic change. Special attention given to the relationship between local communities and national governments.

153. Peasant Societies

Examines the nature of peasant societies and the changes they are facing in Africa, Asia, and Latin America. Topics include land scarcity, poverty, urban migration, and political turmoil.

154. Islam in the Middle East

Examination of the variety of religious experiences, activities, and interpretations among Muslims and of the place of Islam in current social and political life such as community organization, local-level politics, governments and political resistance, women's roles, and contact with the West. Discussion of the underlying reasons behind the recent resurgence of Islam and its effects on Muslim societies.

157. Family and Kinship‡

Ways in which kinship and family life can be organized. Causes and consequences of different family patterns. How families differ across cultures, over time, and among different groups in the United States.

158. Applied Anthropology

Application of anthropological knowledge to contemporary human problems. Topics range from the introduction of new crops in agricultural development to miscommunication in international business. Concerns of education, health, and volunteer services. Implications of ethical problems and theories of social change.

160. Urban Life

Cross-cultural examination of life in urban environments. Emphasis on how the city shapes various social institutions from the family to religious associations. Transition from rural to urban life in relation to such factors as economic change, migration, and ethnic affiliation.

172. Anthropology of Aging

Cross-cultural examination of the aging process in a range of human societies. Emphasis on level of technology, degree of urbanization, rate of social change as well as social, political, and cultural differences in understanding how old people adapt to, and cope with, the modern world.

181. Pacific Island Societies

Examination of the societies of the three culture areas of the Pacific: Melanesia, Micronesia, and Polynesia. Comparison of traditional ecological adaptations, social organization, and belief systems.

‡Course included in Women's Studies program

Colonialism, economic change, migration, and political independence.

185. Peoples of Latin America

Examines the diversity of Latin America, a continent of great physical, cultural, and socioeconomic contrasts; the mix of races and cultural traditions; human adaptation to the natural environment; economic and social inequalities; and the common heritage of Latin American peoples.

187. Peoples and Cultures of the West Coast§

Distinctive native American cultures found along the West Coast of North America from California to Alaska, their complex social organizations, sophisticated art, and elaborate rituals and ceremonies such as the potlatch. Use of archaeological, ethnographic, and historic information to compare/contrast economies, social organization, and belief systems in the past and in transition to the present.

188. People, Culture, and Change in the Middle East

Examination of people's lives, social organization, and change in the Middle East through ethnographies, film, and novels. Emphasis on political culture, the fate of tribal peoples and peasants under modernizing nations, women in society and gender symbolism, contact with the West, Islam and religious resurgence, and revolution.

193. Advanced Seminar in Anthropology

Seminars for juniors and seniors on selected topics in anthropology. By permission of the instructor only. NCX†

196. Archaeological Method and Theory

Introduction to the techniques of discovery and analysis that archaeologists have found useful in research. Special attention to sampling techniques in survey and excavation. Classification techniques for measuring parameters of prehistoric demography, diet, craft specialization, and exchange.

197A, 197B. Field Course in Archaeological Method

Six weeks of on-site archaeological field research. Practical experience in the basic techniques of excavation and field analyses. By permission of the instructor only. NCX†

198A, 198B, 198C. Internship

Opportunity for students in good standing to work and conduct anthropological analyses in community agencies, government bureaus, and political or industrial organizations. May be taken on a part-time basis as a one- or two-term equivalent or on a full-time basis as a three-term course. Written application for this course must receive departmental approval prior to registration. NCX†

199. Directed Reading/Directed Research

Intensive reading in areas not emphasized by the department. Independent research on specific topics not fully covered in departmental courses. Written application for this course must receive approval from the department prior to registration. NCX†

†Exempted from challenge §Course included in Ethnic Studies program

SOCIOLOGY

Introductory Courses

1. Principles of Sociology

Introduction to the field of sociology. Emphasis on the major sociological perspectives and the basic elements of sociological analysis. Introductory exposure to research methodology.

33. Social Problems in America

Contemporary social problems and issues in U.S. society from a sociological perspective. Focus on the changing family, gender roles, poverty, racism, crime and violence, and international conflict.

51. Women and Men in the Workplace

Examination of the status and roles of men and women in the labor force. How gender differences are developed through socialization and some of the consequences of these differences: tokenism, sexual harassment, the "glass ceiling," and the dual-career family. Also examines strategies and policy remedies for gender inequality in the workplace.

65. Crime and Delinquency

Broad survey of major issues surrounding the causes and nature of, and solutions to, the problem of crime and delinquency in the United States.

69. Popular Culture

Sociohistorical analysis of shifting currents and significant trends in the development of popular mass culture activities in the United States since 1900. Emphasis on the continued presence of folk and ethnic art forms (including music, dance, and humor) and the emergence of a mass entertainment industry.

91. Lower-Division Seminar in Sociology

Seminar for freshmen and sophomores on selected issues in sociology. By permission of the instructor only. NCX†

Core Courses

116. Methods of Social Research

Introduction to the logic and strategies of social research. Field studies, archival research, comparative analysis, and experimental design. Students examine and critique examples of each type of research from the social science literature and design a research project of their own. *Prerequisites: Math 8 and Sociology 1 or permission of the instructor.* NCX†

118. Social Theory

In-depth treatment of innovations and developments in social thought. Emphasis on explaining what is essential about particular theoretical frameworks, how they can be used, and why they should be given attention. Consideration given to several of the "new sociologies"—critical theory, phenomenology, existential sociology, hermeneutics, Western Marxism, semiotics.

124. Senior Thesis

Senior majors complete their theses under the guidance of faculty advisers and make seminar presentations of their work. NCX†

†Exempted from challenge

Area Courses

125. Social Psychology

Individuals in social contexts. Perception, social influence, persuasion, interpersonal attraction, power, status and norm formation, and conformity. Credit cannot be given if Psychology 150 has been taken.

127. Small Groups

Structure and social processes that occur in small groups. Power and prestige, leadership, communication networks, game theory, and distributive justice.

129. Social Dimensions of Communication

Communication as a sociopsychological and cultural process. Examination of the nature, elements, and patterns of the communication process at the individual, interpersonal, small-group, and organizational levels.

132. Social Stratification§

Analysis of the principal lines of social cleavage within U.S. society. Emphasis on the racial, sexual, ethnic, occupational, and class divisions prevalent in the contemporary world. Affirmative action and reverse discrimination, IQ and race, exploitation, elites and ruling classes, under- and unemployment, poverty, the position of blue-collar and white-collar workers, the position of women in the labor force, and housework.

133. Politics and Society in Third World Countries

Social and political change in the Third World. Relationship between economic and social development and the emergence of democratic, authoritarian, or revolutionary regimes in Africa, Asia, and Latin America. Emphasis on ways in which the international system influences development through investigation of theories of interdependence, dependency, and neo-imperialism.

134. Politics and Society in Mexico

An examination of the major social and political forces shaping contemporary Mexican society and culture. Emphasis on the relationship between social classes in Mexican society and the political development of the modern Mexican state. (Taught periodically as part of SCU's summer program in Mexico in conjunction with the National Autonomous University of Mexico.)

135. Women and Social Change in Latin America‡

Examination of the effects of social change and development policies on Latin American women. Emphasis on specific Latin American societies and forms of governments including peasant societies and capitalist, socialist, and revolutionary regimes.

136. Deviant Behavior

Examination of such deviant behavior as crime, mental disorder, and alcoholism. Social factors in the etiology and control of deviant behavior.

137. Social Change

Significant trends and issues in contemporary U.S. society and in the world. Utility of sociological concepts and principles in understanding contemporary society.

138. Population and Resources

Demographic issues in the modern world. Introduction to the study of population. Population measures, patterns of growth, and problems of quantity, quality, composition, distribution, and migration. Population policies: population, environment, natural resources, and the quality of life.

§Course included in Ethnic Studies program ‡Course included in Women's Studies program

148. Complex Organizations

Examination of bureaucracy. Structural characteristics and consequences of living in a bureaucratic society. Examples drawn from industrial organizations, mental institutions, prisons, and universities.

149. Business, Technology, and Society

Examination of the interplay between business and society. Emphasis on (1) the ways in which demographic, technological, and value changes influence business opportunities; and (2) sociological strategies for organizing successful businesses in the 1990s.

153. Women of Color in the United States§‡

Examination of the economic, social, political, and cultural experiences of minority women (Chicanas, African Americans, Asian Americans, and Native Americans) in the United States.

157. Family and Kinship‡

Marriage, the family, and kinship in U.S. society and cross-cultural perspective.

162. Political Sociology

Analysis of power relations in the United States. An examination of different dimensions of power. Particular emphasis on the development of sociopolitical movements that challenge the political system.

163. Sociology of Work and Occupations

Ideological and institutional characteristics of modern industrial society and some of its basic problems, such as alienation, affluence and work motivation models, primary group influences, and leadership behavior.

164. Collective Behavior

Analytical study of collective behavior principles; typology of crowds, mass behavior, and the characteristics of publics. Introduction to social movements.

165. Social Welfare Administration

Exposure to a full range of job opportunites in the social service area. Examination of public and private nonprofit agencies contributing to the human welfare safety net. Discussion of how those agencies work and what employees in those agencies do.

166. Sociology of Crime

Relationship between crime and society. Discussion of theories of criminal behavior, white-collar crime, juvenile crime, women and crime, prisons, the death penalty, and the philosophy of punishment.

172. Sociology of Aging

Introduction to social gerontology. Theoretical approaches and research in social gerontology; the elderly—public attitudes, self-image, social bonds, living environments, public policies, programs, and major problem areas; death and dying.

175. Race and Inequality§

Analyzes the socioeconomic and political situation of African, Asian, Hispanic, and Native Americans in contemporary U.S. society. Topics include race and class, occupational and economic inequality, racial discrimination, the "culture of poverty," cultural stereotyping, and resistance to change.

176. Elder Law

A survey of public policy issues particularly affecting the elderly. Subjects considered are the legal aspects of death and dying, involuntary commitment, guardianship and conservatorship, age discrimination, public benefit programs, and

§Course included in Ethnic Studies program ‡Course included in Women's Studies program

nursing homes. Open to juniors and seniors. Offered winter quarter of odd-numbered years.

177. Intercultural and International Communication

Communication in the "global village." Examines the nature, characteristics, and structures of intercultural transactions using the sociopsychological and anthropological approaches; provides a framework for analysis of the theoretical and applied aspects of international communication with emphasis on the formal interactions between nations and their governments in the forms of diplomacy and propaganda.

193. Advanced Seminars in Sociology

Seminars for juniors and seniors on selected issues in sociology or current problems of social relevance. NCX†

198A, 198B, 198C. Internship

Opportunity for students in good standing to work and conduct sociological analysis in community agencies, government bureaus, and political or industrial organizations. May be taken on a part-time basis as a one- or two-term equivalent or on a full-time basis as a three-term course. Written application for this course must receive department approval prior to registration. NCX†

199. Directed Reading/Directed Research

Intensive reading in areas not emphasized by the department. Independent research on specific topics not fully covered in departmental courses. Written application for this course must receive approval from the department prior to registration. NCX†

†Exempted from challenge

DEPARTMENT OF ART

Associate Professors: Brigid S. Barton *(Chair)*, R. Kelly Detweiler, Susan J. Felter, Samuel R. Hernandez
Assistant Professor: Eric C. Apfelstadt
Senior Lecturer: Gerald P. Sullivan, S.J.
Lecturer: James R. Blaettler, S.J.

The Art Department offers a major program in the production and history of art as well as elective or required courses for nonmajors. Minors in studio art and in art history are also available.

REQUIREMENTS FOR MAJOR AND MINOR

Art majors may choose an emphasis in studio practice or art history as a preparation for careers in art or graduate studies directed toward teaching or research in art history, museum studies, or commercial or fine arts. In addition to completing the major requirements specified below, art majors must fulfill University and Bachelor of Arts requirements.

Art majors should select a University Curriculum sequence outside the major from one of the following three areas:

1. English 11, 12, and 13 (Literature I, II, III)

2. History 11, 12, and 13 (Ancient, Medieval, Modern)
3. Philosophy 11, 12, and 13 (Classical & Medieval, Early Modern, Modern & Contemporary)

For those students who have studied abroad, no more than one-half of their art courses (studio art or art history) may be taken at an overseas institution for credit toward the major or minor in art at Santa Clara University. Students who wish to receive credit toward a major or minor in art with courses from other institutions must, in any case, undergo a review by members of the Art Department faculty. Students must be able to document work completed at other institutions, whether in the United States or abroad.

Senior seminars are strongly recommended for majors: 198 (Art History Senior Seminar) for students emphasizing art history and 196 (Art Studio Senior Seminar) for students emphasizing studio art. *However, the seminars do not count toward the six courses required for the major in art history or studio art.*

Proper credentials will admit a student to the art building after closing time and on weekends. A lab fee may be exacted for all studio courses to help defray the cost of materials.

Studio Art Emphasis

The following lower-division courses are required in the freshman and sophomore years:

1. Art 10 (Introduction to Studio Art)
2. One course from Art 15 through 57
3. One course from Art 63 (Basic Ceramics) or 64 (Basic Sculpture)
4. Two courses from Art History 11, 12, and 13 (Western Culture: Art History I, II, and III)

Six upper-division studio courses, one of which must be Art 154 or Art 157, and two upper-division art history courses are also required. Students emphasizing studio art are also required to exhibit their work in the Freightdoor Gallery during spring quarter of their senior year.

Art History Emphasis

The following lower-division courses are required in the freshman and sophomore years:

1. Art 10 (Introduction to Studio Art)
2. One additional studio art course
3. Art History 11, 12, and 13 (Western Culture: Art History I, II, and III)
4. Six upper-division art history courses and two upper-division studio courses

Minor in Art

The Studio Art minor requires one course chosen from Art 10 or 15–57; either Art 63 or 64; one course from Art 11, 12, or 13; three courses from Art 101–164; and one course from Art 170–189.

The Art History minor requires two courses selected from Art 11, 12, or 13; one studio course from Art 10–64; three courses from Art 170–189; and one studio course from Art 101–64.

STUDIO ART

10. Introduction to Studio Art

Introduction to fundamental principles and techniques of two-and three-dimensional art. Concepts such as color, composition, and light, and the reductive, manipulative, and additive methods of sculpture. Studio course.

15. Basic Photography

Introduction to photography as an art form. Includes basic camera vision and technique, as well as black and white darkroom work. Assignments attempt to stimulate visual awareness and individual creativity. Camera with manual shutter speeds and aperture capabilities required. Studio course.

33. Basic Drawing

Introduction to various drawing media and techniques as well as in the problems of self-expression involved in traditional and contemporary drawing. Studio course.

43. Basic Painting

Introduction to the basic skills and concepts requisite for self-expression in painting media. Emphasis on color and composition. Studio course.

46. Basic Watercolor

Introduction to techniques and materials of watercolor painting. Studio course.

53. Basic Printmaking

Introduction to the basic printmaking techniques as an art form. Linoleum block, wood block, and mono printing. Studio course.

54. Basic Lithography

Introduction to the techniques of lithography (printing from stones) as an art form. Studio course.

57. Basic Etching

Introduction to intaglio printing techniques on metal plates through a process of drawing and etching with acids. Studio course.

63. Basic Ceramics

Introduction to three-dimensional problems, materials, and techniques. Hand-building, mold-making, glazing, and firing. Studio course.

64. Basic Sculpture

Introduction to the fundamentals of art in a three-dimensional form, including materials and techniques as well as the problems of expression peculiar to sculpture. Studio course.

97. Special Projects

For lower-division students who want to do an art project not covered in the catalog. Under the direction of a member of the Art Department faculty. Group meetings with the teacher to discuss progress. May be repeated for credit. Open to majors; nonmajors with permission of instructor.

101. Photography

Exploration of concepts in black-and-white photography beyond the basic level. Emphasis on the exploration of individual abilities and expression. Includes collage, hand coloring, artificial

lighting, portraiture, and independent projects suitable for each student. Also includes some study/discussion of photography as it relates to contemporary fine art theory and practice. *Prerequisite: some previous experience in black-and-white darkroom work.* May be repeated for credit.

131. Life Drawing

Drawing from the model stressing composition, anatomy, and creative drawing. Studio course. *Prerequisite: Art 33 or permission of instructor.* May be repeated for credit.

136. Graphic Design

Exploration of the materials and techniques of graphic design through practical projects including advertisement layout, cover design, trademarks, poster design, and stationery and letterhead design. Analysis of the principles and elements of design and color, line, value, proportion, unity, and composition.

143. Painting

Further study of various styles, techniques, and media in painting. Studio course. *Prerequisite: Art 43 or permission of instructor.* May be repeated for credit.

146. Watercolor

Further study of the techniques, and materials of watercolor painting. Studio course. May be repeated for credit.

153. Printmaking

Continuation and extension of Art 53. Printmaking techniques are refined and elaborated. Studio course.

154. Lithography

Continuation of Art 54. May be repeated for credit.

157. Etching

Continuation of Art 57. May be repeated for credit.

163. Ceramics

Advanced ceramics procedures. Slip casting, throwing on the wheel, combinations of various materials. *Prerequisites: Art 63 or permission of the instructor.* May be repeated for credit.

164. Sculpture

Continuation of Art 64. *Prerequisite: Art 63 or 64 or permission of instructor.* May be repeated for credit.

193. Computer Design Workshop

An interdisciplinary workshop in which engineering, art, and communication students learn to use graphics computers and software. Students work in teams to explore solutions to important social problems, use the computer to illustrate solutions, and complete formal presentations of their findings. Limited enrollment. *Prerequisite: permission of instructor.* (Also listed as Comm 193 and MECH 193.)

194. Computer Art

Using friendly computers to draw imagery directly and to manipulate photographic imagery. Emphasis on artistic exploration and the development of individual abilities and interests. *Prerequisite: any other studio course in the Art Department.* May be repeated for credit.

196. Studio Art Senior Seminar

Recommended for all senior Studio majors. Course is intended to ensure adequate preparation for graduation and the rigors of graduate school or professional job solicitation. How to prepare a portfolio, the basis for all job and graduate school applications. Resume preparation, artwork preparation for exhibition, and photography of artwork. Students are expected to exhibit their work during the spring quarter in the art gallery. Although highly recommended, this course does not count as one of the six upper-division courses required in studio art for the major.

197. Special Projects

For advanced students who want to do an art project not covered by the courses in the catalog. Under the direction of a member of the Art Department faculty. Group meetings to discuss progress with each other and with the teacher. May be repeated for credit. Open to majors; nonmajors with permission of instructor.

199. Directed Research/Creative Project

Tutorial work in studio art or art history. By permission of the chair of the Art Department and the instructor.

ART HISTORY

11. Western Culture: Art History I

Survey of art and architecture of the ancient and medieval worlds. Interdisciplinary emphasis. With Art History II and III, this lecture course constitutes a University Curriculum sequence, but can be taken separately.

12. Western Culture: Art History II

Survey of the painting, sculpture, and architecture of the period from the Renaissance through the Baroque. Interdisciplinary emphasis. With Art History I and III, this lecture course constitutes a University Curriculum sequence, but can be taken separately.

13. Western Culture: Art History III

Survey of painting, sculpture, and architecture from the eighteenth century to the present. Interdisciplinary emphasis. With Art History I and II, this lecture course constitutes a University Curriculum sequence, but can be taken separately.

97. Special Projects

For lower-division students who want to do an art project not covered in the catalog. Under the direction of a member of the Art Department faculty. Group meetings with the teacher to discuss progress. May be repeated for credit. Open to majors; nonmajors with permission of instructor.

170. Ancient Art

Analysis of the visual arts and culture of the ancient world. Emphasis on Greek art. Lecture course. (Also listed as Classics 188.)

173. Medieval Art I

Classical influences on Medieval art. Consideration of the specific problems of a Mediterranean style for Early Christian and Byzantine art in light of architecture and its decoration, manuscripts, and related media. The relationship of art to contemporary topics and the Eastern legacy to Western Europe. Lecture course.

174. Medieval Art II

The portable art of migratory tribes, the Carolingian revival of symbols from Ancient and Early Christian Rome, and the Ottonian Imperial worldview as preludes to a pan-European civilization, whose heralds were Romanesque and Gothic art. Investigation of the relationship of art to such international developments as pilgrimage, monasticism, university scholarship, and courtly life. Lecture course.

175. Early Renaissance Art

Painting, sculpture, and architecture in Italy from the late thirteenth to the late fifteenth century. Emphasis on the foundations and first flowering of the Renaissance style in its cultural context, with particular attention to Florence and Siena. Lecture course.

176. High Renaissance and Mannerist Art

Painting, sculpture, and architecture in Italy in the sixteenth century. Emphasis

on the mature elaboration and manipulation of the Renaissance style, with particular attention to Florence, Rome, and Venice. Lecture course.

177. Northern Art in the Renaissance Period

The visual arts in Northern Europe from the late fourteenth through the sixteenth century, with particular attention to Flanders, Germany, and France. Lecture course.

178. Baroque Art

Painting, sculpture, and architecture throughout Europe from the late sixteenth through the early eighteenth century. Particular emphasis on Italy, Spain, Flanders, Holland, and France. Lecture course.

181. American Art

Rise and development of an American expression in the arts. Study of examples of American painting, sculpture, and architecture with a view toward arriving at a broadened understanding of the forces that shaped the specific American point of view in the visual arts. Lecture course.

183. Nineteenth-Century Art: 1780–1880

Neoclassicism, Romanticism, and Realism in the context of nineteenth-century culture in Europe and America. Survey of painting, sculpture, and architecture in this period. Lecture course.

184. Early Modern Art

Analysis of Post-Impressionism, Cubism, Expressionism, Surrealism, and other important early modernist movements. Painting, sculpture, and architecture relative to major historical trends up to World War II. Lecture course.

185. Contemporary Art: 1940–1980s

Survey of contemporary developments in the arts from the events leading up to Abstract Expressionism to the present, including photography, performance, and the more traditional arts of painting, sculpture, and architecture. Lecture course with field trips.

188. History of Modern Architecture

Survey of Western architecture. Evolution of modern buildings from roots in the nineteenth century to Post-Modernism. In-depth study of major monuments and significant architects. Lecture course.

189. History of Women Artists‡

An attempt to balance the customary approaches in the history of art with an overview of the contributions of women artists to the ongoing historical development of Western visual productions. Lecture course.

190. Museum Studies

Practicum in the varied aspects of museum work. Field trips and guest lecturers from Bay Area museums. By permission of the instructor.

197. Special Projects

For advanced students who want to do an art project not covered by the courses in the catalog. Under the direction of a member of the Art Department faculty. Group meetings to discuss progress with each other and with the teacher. May be repeated for credit. Open to majors; nonmajors with permission of instructor.

198. Art History Senior Seminar

Highly recommended for senior art history majors and minors. Presents the origins of the discipline and its current methodologies. Techniques for more effective research, writing, and oral presentation via selected topics. Practical issues involved in the transition from college to art history–related careers. Although

‡Course included in Women's Studies program

highly recommended, this course does not count as one of the six upper-division courses required in art history for the major.

199. Directed Research/Creative Project

Tutorial work in studio art or art history. By permission of the chair of the Art Department and the instructor.

DEPARTMENT OF BIOLOGY

Professor Emeritus: Thomas N. Fast
Professors: Francis R. Flaim, John S. Mooring, Geraldine A. Tomlinson
Associate Professor: William R. Eisinger *(Chair)*
Assistant Professors: Carolyn G. Bellinger-Kawahara, Roberta E. Berlani, Janice Edgerly-Rooks, James L. Grainger, David L. Tauck, Andrew D. Thompson, Jr.
Scientist-in-Residence: Harold P. Klein

The Department of Biology offers a program leading to the Bachelor of Science degree. Most courses emphasize laboratory work. In addition, the faculty encourages students to assist them in their own research. The major provides students with a broad background in biology that serves as a strong foundation for graduate, medical, or professional studies as well as for careers in teaching, research, or business. The department also offers courses of general interest to all University students who are curious about the nature of living things. A minor in biology is also available.

REQUIREMENTS FOR MAJOR AND MINOR

In addition to completing the University and College requirements for the Bachelor of Science degree, biology majors must complete the following requirements:

1. Biology 20, 21, 22, 33, and 34; Chemistry 5 and 6 (General Chemistry I and II) and 35 and 36 (Organic Chemistry I and II)
2. Physics 106, 107, 108 (General Physics I, II, and III) or Physics 4, 5, and 6 (Physics for Scientists and Engineers I, II, and III)
3. Mathematics 11 and 12 (Calculus and Analytic Geometry I and II) or 6 (Finite Mathematics for Social Science) and 7 (Calculus for Social Science)
4. A minimum of seven upper-division biology courses, five of which must include a laboratory (to be selected in consultation with a faculty adviser)
   a. Students must complete at least one upper-division course in each of the following categories: animal, plant, cell, and population biology. A single course may not satisfy the requirements in more than one category.
   b. An overall C average must be maintained in biology courses.

Two minors in biology are available: Program I and Program II.

Program I requires Biology 20, 21, 22, 33; Chemistry 5 and 6; and thre upper-division biology classes, including two with laboratories.

Program II requires Biology 20, 21, 22, 34; Chemistry 5 and 6, 35, and 36 and three upper-division biology courses, including two with laboratories.

Students should note the prerequisites for specific upper-division classes.

RECOMMENDATIONS FOR MAJOR

1. Chemistry 10 (Quantitative Analysis) and 37 (Organic Chemistry III fo Chemists) and Statistics (Mathematics 8) for students considering gradu ate and professional schools
2. Spanish for students considering careers in the health sciences
3. Mathematics 11, 12, 13 (Calculus and Analytic Geometry I, II, and III for students considering graduate and professional schools

SINGLE-SUBJECT WAIVER PROGRAM

The Biology Department offers courses that satisfy the requirements of th state of California Single-Subject Credential program for secondary schoo teachers. The waiver degree program requires the same courses as the major but with some additional restrictions in subject area and some additiona course work. Students are advised to consult with the department chair in thei junior year for details of the waiver degree program.

HONORS PROGRAM

Honors students in biology are encouraged to take Biology 198 and/o Biology 199 and honors courses in other departments.

RESEARCH OPPORTUNITIES

Students are encouraged to become involved in original research as part o their undergraduate training. Most faculty involve students in their research opportunities also exist at neighboring institutions. Course credit can be ob tained for research work by enrolling in Biology 198.

LOWER-DIVISION COURSES

4. Cosmic Evolution

Traces the history of life from the "big bang" to the present. Particular attention given to the conditions under which the earliest forms of terrestrial life originated and to their subsequent evolution. General concepts derived from ground-based experimentation and from space missions. Examination of the prospects for extraterrestrial life. For the nonscience student.

9. Human Biology

An introduction to human physiology and functional anatomy with an emphasis on the brain. Nonmajors only.

20. Cell/Animal Structure and Function

Introduction to cell biology and basic structure and function of animal organ systems. Laboratory 30 hours. *Prerequisite: Chemistry 5.*

21. Plant Structure, Function, and Diversity

Introduction to plant anatomy, physiology, development, and diversity. Examination of plant structure-function relationships as well as reproduction and development. Includes an evolutionary survey of Monera, protists, fungi, and plants. Laboratory 30 hours. *Prerequisites: Biology 20 and concurrent enrollment in Chemistry 6.*

22. Reproduction and Animal Development

Introduction to cell biology, genetics, and animal reproduction. Discussion of the various cellular organelles and their function, cell movement, cell division, Mendelian genetics, and the principles of animal development. Laboratory 30 hours. *Prerequisites: Biology 21 and Chemistry 6.*

33. The Biology of Populations

Survey of animal diversity and the physical and biological factors that determine the distribution and abundance of organisms. Laboratory 30 hours. *Prerequisite: Biology 22.*

34. Cell Biochemistry and Physiology

Introduction to the metabolic processes of cells, including the biochemistry of cell components. Topics include anabolism and catabolism of carbohydrates, lipids, proteins, and nucleic acids. Emphasis on cell and organelle structure and function. Laboratory 30 hours. *Prerequisites: Biology 22 and Chemistry 36 (Chemistry may be taken concurrently), or permission of instructor.*

43. Human Ecology

Examination of the relationship between humans and their environment. Resource depletion, energy requirements, pollution, food production, and population problems. Nonmajors only.

75. Human Nutrition

Nature and roles of basic nutrients and vitamins and minerals in maintaining human health. Application of the principles of nutrition to dietary management, vitamin deficiency diseases, and other nutritional topics of current interest. Nonmajors only.

80. Introduction to Marine Science

Biology of the marine environment. Survey of marine organisms and their adaptations to various habitats. Physical and chemical factors in oceanography. Marine ecology. Nonmajors only.

82. Principles of Human Heredity

Human genetics. Introduction to human reproductive physiology and embryology. Discussion of current techniques in reproductive and genetic manipulation and the social issues that they raise. Nonscience majors only. *Prerequisite: previous biology course (high school or college level) or permission of instructor.* NCX†

85. Microbes and Man

The scientific method, as exemplified by the interaction of microorganisms and humans. Microbial ecology, human diseases, immunity, allergy, microbiology. Nonmajors only.

99. Special Topics

Investigation of a specific area or topic in the biological sciences. Open to majors and nonmajors.

†Exempted from challenge

UPPER-DIVISION COURSES

101. Vertebrate Anatomy

Comparative structure, organization, adaptation, classification. Laboratory 60 hours. *Prerequisites: Biology 20 and 22 or equivalent.*

104. Biology Seminar

Topic will vary depending on which faculty members coordinate the course. Students required to write a paper and present a seminar. *Prerequisite: upper-division standing in biology.* NCX†

107. Histology and Cytology

Cells, basic tissue types, structure, and histogenesis. Basic histological techniques. Laboratory 60 hours. *Prerequisites: Biology 20, 22, and 34 or equivalent.*

110. Genetics

Basic principles governing inheritance and gene expression in viruses, procaryotes, and eucaryotes. Emphasis on molecular aspects. Laboratory 30 hours. *Prerequisites: Biology 34 and Chemistry 36 or equivalent.*

112. Pathogenic Microbiology

Identification, pathogenesis, epidemiology, prevention, and control of medically important bacteria, rickettsiae, fungi, viruses, and parasites. Host resistance and immunity and assessment techniques for each disease. Laboratory 60 hours. *Prerequisite: Biology 113 or equivalent.*

113. Microbiology

Characteristics of microorganisms: bacteria, fungi, viruses, rickettsiae. Emphasis on biochemical taxonomy and microbial physiology. Laboratory 60 hours. *Prerequisite: Biology 34 or permission of instructor.*

114. Immunology

Principles, mechanisms, and techniques of humoral and cellular aspects of the immune response. Immediate and delayed hypersensitivity, tissue transplantation, tumor immunology, and immunodeficient states in humans. Laboratory 30 hours. *Prerequisite: Biology 34 or permission of instructor.*

115. Animal Development

Experimental and anatomical analysis of vertebrate development. Emphasis on cellular and molecular mechanisms that control morphogenesis, differentiation, and growth. Laboratory 60 hours. *Prerequisite: Biology 34; Biology 110 is recommended.*

124. Animal Physiology

Course examines the physical and chemical basis of animal life, focusing on the control mechanisms of the major organ systems—neural, endocrine, cardiac, renal, respiratory, and digestive. Laboratory 30 hours. Laboratory work predominately explores aspects of human physiology including several computer-assisted studies. *Prerequisite: Biology 34.*

125. Plant Physiology

Physiological processes of plants. Emphasis on current research in the field. Laboratory 30 hours. *Prerequisite: Biology 34.*

128. Plant Development

Study of plant development. Emphasis on the experimental approach and current research. Laboratory 30 hours. *Prerequisite: Biology 34.*

130. Economic Botany

Critical analysis of plant food production potentials with special consideration of modern approaches to pest control and crop improvement including biotechnology. Required field trips. *Prerequisite: Biology 34.* NCX†

†Exempted from challenge

132. Field Botany

Field study of vascular plants, especially the seed plants of California; their identification, distribution, and ecology. Laboratory 60 hours. *Prerequisite: Biology 21 or equivalent.*

133. Ecology of California Plant Communities

A study of California plant communities and of the factors that determine their distribution. Laboratory and field work 30 hours. *Prerequisite: Biology 21 or equivalent.*

145. Virology

An introduction to the biology of viruses. Topics include viral diversity, regulation of viral genes, host response, and vaccines. *Prerequisite: Biology 34 or equivalent.*

156. General Ecology

Quantitative study of the interrelationships of organisms with their biotic and abiotic environments. Emphasis on population dynamics, interspecific relationships, community structure, and ecosystem processes. Laboratory and field work 30 hours, including one weekend field trip. *Prerequisites: Biology 33 and Math 7 or 11.*

165. Animal Behavior

An examination of the behavior of animals in nature using an organizational scheme that recognizes proximate, or immediate, causes of behavior and evolutionary bases for behavior. Topics include physiological correlates of behavior, perception of natural stimuli (light, sound, chemicals); and behavioral ecology of foraging, mating systems, parent-offspring relationships, and social behavior. Laboratory 30 hours. *Prerequisite: Biology 33.*

173. Evolution

Basic principles of organic evolution. Emphasis on the modern synthetic theory of evolution. *Prerequisite: Biology 33 or permission of instructor.*

174. Cellular Biochemistry

Study of the function and assembly of cellular organelles and the signal pathways that control cellular proliferation. *Prerequisite: Biology 34.*

175. Molecular Biology

An introduction to the concepts and practical methods used in the field of molecular biology. Lectures focus on critical reading and evaluation of original journal publications. Labs acquaint students with techniques such as Southern blots, cloning and isolation of chimeric plasmids, screening of phage libraries, etc. Independent projects encouraged. Laboratory 60 hours. *Prerequisite: Biology 110 or permission of instructor.*

187. Biology of Aging

Analysis of the human aging process. The biological, medical, social, and ethical issues associated with aging in America. Topics include theories of aging, cancer, osteoporosis, sexuality, health-care costs, and death. *Open to all students. Does not count toward a major or minor in biology.*

190A, B. Contemporary Issues in Biology

Specialized treatment of some aspect of biology of current interest to the biologist as well as to society in general. *Prerequisites will be specified according to topic.* NCX†

198A. Internship and Undergraduate Research

Students wishing to take either of the sections below should have a GPA of 3.0 or better in biology and must present an

†Exempted from challenge

outline of their projected research to the chair not later than the fifth week of the term preceding the start of the project. (2–5 units)

198B. Internship

Research in off-campus laboratories under the direct guidance of cooperating research scientists and faculty advisers. Frequent meetings with on-campus advisers.

198C. Undergraduate Laboratory Research

Supervised laboratory research culminating in a written report suitable for publication. Sustained for one year with credit given for one term. *Prerequisite: departmental and University permission.* NCX†

199. Directed Reading and Research

Detailed investigation of a specific topic in biology under the close direction of a faculty member. *Prerequisite: departmental and University permission.* Students wishing to take this course should have a GPA of 3.0 or better in biology and must present an outline of their projected research to the department chair not later than the fifth week of the term preceding the start of the project, which will continue for one term only. NCX†

†Exempted from challenge

DEPARTMENT OF CHEMISTRY

Professor Emeritus: Joseph F. Deck
Professors: Lawrence C. Nathan, William F. Sheehan
Associate Professors: Robert J. Pfeiffer *(Chair),* Lois C. Rosenthal, Michael A. Sweeney, W. Atom Yee
Assistant Professors: Linda S. Brunauer, Amy M. Shachter
Lecturer: Steven L. Fedder
Clare Boothe Luce Professor: Amy M. Shachter

The Department of Chemistry offers two baccalaureate degrees. The Bachelor of Science in Chemistry program prepares students for further work in chemistry, either in graduate school or as professional chemists. This program is approved and certified by the American Chemical Society. The Bachelor of Science with a major in chemistry prepares students for a career in medicine, dentistry, law, chemical engineering, business, teaching, or related fields. Each of these specialties requires different supporting courses. Suggested curricula have been prepared by the department. A minor in chemistry is also available.

REQUIREMENTS FOR MAJOR AND MINOR

Students majoring in chemistry must complete the University and College requirements for the Bachelor of Science. In addition to these general requirements, the specific departmental programs for each degree are presented below.

Bachelor of Science with a Major in Chemistry

This four-year program provides a liberal scientific degree suitable for those planning a variety of careers associated with chemistry, including health-related sciences, environmental or patent law, business, and others.

1. Chemistry
   a. Lower-division core: Chemistry 5, 6, 9, 10, 35, 36, 37
   b. Upper-division core: Chemistry 101, 111, 112, 141, 151, 152, 153
   c. Research methods: Chemistry 181 and 1 unit of 182
   d. Demonstrated proficiency in basic chemical concepts and techniques
2. Supporting Courses
   a. Mathematics 11, 12, 13 (Calculus and Analytic Geometry I, II, and III)
   b. Physics 4, 5, 6 (Physics for Scientists and Engineers I, II, and III); or Physics 106, 107, 108 (General Physics I, II, and III)
   c. One computer course: Chemistry 120, Mathematics 10 (Introduction to Computer Science), or COEN 4 (Introduction to Programming I)
   d. Three additional upper-division courses in biology, chemistry, physics, mathematics, or engineering

Bachelor of Science in Chemistry (Certified)

This four-year curriculum provides graduates with the background necessary to begin a career in chemistry at industrial and governmental laboratories or to transfer to institutions offering advanced degrees in chemistry. The American Chemical Society certifies that this degree meets all its recommended professional standards for chemists.

1. Chemistry
   a. Lower-division core: Chemistry 5, 6, 9, 10, 35, 36, 37
   b. Upper-division core: Chemistry 101, 111, 112, 130, 141, 151, 152, 153
   c. Research methods: Chemistry 181, 3 units of 182, oral presentation, and written thesis
   d. Demonstrated proficiency in basic chemical concepts and techniques
2. Supporting Courses
   a. Mathematics 11, 12, 13 (Calculus and Analytic Geometry I, II, and III); (Mathematics 21 [Calculus and Analtytic Geometry IV] recommended)
   b. Physics 4, 5, 6 (Physics for Scientists and Engineers I, II, and III)
   c. One computer course: Chemistry 120, Mathematics 10 (Introduction to Computer Science), or COEN 4 (Introduction to Programming I)
   d. One additional upper-division course in biology, chemistry, physics, mathematics, or engineering

Minor in Chemistry

The minor in chemistry requires completion of Chemistry 5, 6, 10, 35, 36, and 37 and three upper-division courses, including one in physical chemistry (150 or 151) and one with a laboratory (101, 130, 142, or 151).

Note: A laboratory fee is required for each laboratory course. In addition breakage charges will be assessed after each course has been completed.

HONORS PROGRAM

Freshmen of superior ability who enroll for either major chemistry degree may apply for admission to the University Honors Program.

SINGLE-SUBJECT WAIVER PROGRAM

The Chemistry Department offers courses that satisfy the requirements of the state of California Single-Subject Credential program for secondary school teachers. This waiver degree program requires the same courses as the major but with some additional restrictions in subject area and some additional course work.

Students enrolled in the chemistry program follow either the standard or certified degree program in chemistry, but they must also successfully complete Physics 3 and 51. Please consult Dr. Steven L. Fedder of the department at an early date for further details.

LOWER-DIVISION COURSES

2. Chemistry and Society

Atomic structure. Acids and bases. Compounds of carbon. Food chemistry. Plastics. Biochemical reactions. Role of chemistry in modern life. Laboratory 3 hrs/wk. For the nonscience student. (4 units) NCX†

4. Water, Water, Water

Scientific measurement. Occurrence of water. Weather. Economics of water. Water as solvent. Physical properties. Chemical reactivity. Purification. Molecular properties. Water in solids. The environment. Laboratory. For the nonscience student. (5 units) NCX†

5. General Chemistry I

Atomic structure. Periodic properties and the periodic table. Nomenclature. Chemical bonding. Molecular structure. Chemical equations and stoichiometric relationships. Properties of gases, liquids, and solids. Oxidation and reduction. Chemical properties. Quantitative determinations in the laboratory exercises. Laboratory 3 hrs/wk. *Prerequisites: high school chemistry, physics, algebra, geometry, and trigonometry.* (5 units) NCX†

6. General Chemistry II

Solutions. Chemical thermodynamics. Chemical kinetics. Equilibrium. Acids and bases. Equivalent weight. Ionic equilibria. Electrochemistry. Properties and structures of metals, nonmetals, and their compounds. Laboratory 3 hrs/wk. *Prerequisite: Chemistry 5.* (5 units) NCX†

9. Inorganic Chemistry

Detailed description of the chemical properties of the representative metals, transition metals, nonmetals, and noble gases. Crystal structure. Introduction to the chemical literature. Laboratory 3 hrs/wk. *Prerequisite: Chemistry 6.* (4 units) NCX†

†Exempted from challenge

10. Quantitative Analysis

Introduction to the theories and practice of acid-base, oxidation-reduction, complexation, precipitation, potentiometric and spectrophotometric analyses. Laboratory 4 hrs/wk. *Prerequisite: Chemistry 6.* (4 units) NCX†

30. Survey of Organic Chemistry

Survey of the more important classes of organic compounds. Emphasis on materials of interest to the students of the biological sciences. Laboratory 3 hrs/wk. Intended for students not majoring in chemistry and not planning to take additional courses in organic chemistry. *Prerequisite: Chemistry 2 or 5.* (5 units) NCX†

35. Organic Chemistry I

Basic concepts of bonding and structure in organic compounds, stereochemistry. Nomenclature. Physical and chemical properties of alkanes, alkenes, alkynes, and alkyl halides. Introduction to reaction mechanisms. Laboratory 3 hrs/wk. *Prerequisite: Chemistry 6.* (5 units) NCX†

36. Organic Chemistry II

Details of nucleophilic substitution and elimination reactions. Spectroscopic methods of structure determination. Nature and reactions of aromatic compounds and other conjugated pi systems. Chemistry of ethers, epoxides, and alcohols. Laboratory 3 hrs/wk. *Prerequisite: Chemistry 35.* (5 units) NCX†

37. Organic Chemistry III for Chemists

Aldehyde, ketone, amine, phenol, and carboxylic acid chemistry. Carbonyl condensation reactions. Carbohydrate, protein, and synthetic polymer chemistry. Special topics. Laboratory 3 hrs/wk. *Prerequisite: Chemistry 36.* (4 units) NCX†

UPPER-DIVISION COURSES

101. Advanced Inorganic Chemistry

Aspects of atomic structure. Theories of chemical bonding and molecular geometry. Applications of symmetry and group theory: Coordination chemistry. Introduction to organometallic chemistry. Inorganic reactions and mechanisms. Laboratory 3 hrs/wk. *Prerequisites: Chemistry 10, 36, and 150 or 151.* (5 units) NCX†

111. Instrumental Methods of Analysis I

Principles and use of instruments. Ultraviolet, visible, infrared, Raman, nuclear magnetic resonance, and atomic absorption spectroscopy. X-ray diffraction. Laboratory 3 hrs/wk. *Prerequisites: Chemistry 10, 37, 101, and 153.* (5 units) NCX†

112. Instrumental Methods of Analysis II

Selected electrochemical and thermo-analytical methods. Gas chromatography. High-performance liquid chromatography. Mass spectrometry. Laboratory 3 hrs/wk. *Prerequisite: Chemistry 111.* (5 units) NCX†

120. Computer Applications in Chemistry

Introduction to programming in BASIC and/or FORTRAN. Chemical applications: unit conversions, spectroscopy, colligative properties, gas laws, equilibria, titration curves, thermodynamic and kinetic parameters, and numerical and statistical methods. Use of computer. *Prerequisites: Chemistry 10 and 36.* (4 units) NCX†

130. Organic Syntheses

Syntheses of selected organic compounds by advanced methods demonstrating oxidation/reduction reactions, electrophilic and nucleophilic substitutions, carbon to

†Exempted from challenge

carbon and carbon to hetero-atom multiple bond additions, eliminations and rearrangements. Important concepts of laboratory techniques, library assignments, analysis, and characteristics of organic compounds. Laboratory 4 hrs/wk. *Prerequisite: Chemistry 37.* (3 units) NCX†

134. Advanced Organic Chemistry I: Heterocyclic Chemistry

Synthesis and properties of five- and six-membered rings with one heterocyclic atom. Brief introduction to other classes. *Prerequisite: Chemistry 37.* (3 units) NCX†

135. Advanced Organic Chemistry II: Physical Organic Chemistry

Molecular orbital treatment of organic molecules. Mechanisms. Structure/reactivity relationships. Photochemistry. Conservation of orbital symmetry. Applications of absorption spectroscopy to organic compounds. Not offered each year. *Prerequisites: Chemistry 37 and 150 or 151.* (3 units) NCX†

136. Advanced Organic Chemistry III: Natural Products

Synthesis, biosynthesis, and structure determination of acetogenins, isoprenoids, and alkaloids. Emphasis on reaction mechanisms and stereochemistry. Not offered each year. *Prerequisite: Chemistry 37.* (3 units) NCX†

141. Biochemistry I

Chemical principles as applied to biomolecules. Protein structure, enzyme function and regulation, chemical models for enzymes. Carbohydrate structure and metabolism, biological redox. Lipid structure and membrane organization. Structure of nucleotides. *Prerequisite: Chemistry 37.* (4 units) NCX†

142. Biochemistry II

Continuation of 141 with laboratory. Metabolic pathways of carbohydrates, lipids, and amino acids. Nucleic acid structure and function. Protein synthesis. Membrane biochemistry and signal transduction; hormones and cell-cell interactions. Laboratory 6 hrs/wk. *Prerequisites: Chemistry 10 and 141.* (5 units) NCX†

150. Physical Chemistry for the Life Sciences

Principles of chemical thermodynamics with applications to biological systems. Laws of thermodynamics. Electrochemistry. Biological oxidations. Thermodynamics of solutions. Transport properties of macromolecules. Survey of spectroscopy. Intended for students majoring in the biological sciences. Does not count toward a major in chemistry. *Prerequisites: Chemistry 10 and 36 and Math 11.* (4 units) NCX†

151. Physical Chemistry I

Fundamentals of chemical thermodynamics. Energy, entropy, and Gibbs free energy. Partial derivatives. Equilibrium. Phase diagrams. Nonideal gases. Laboratory 4 hrs/wk. *Prerequisites: Chemistry 10, Math 13, and Physics 6 or 108.* (4 units) NCX†

152. Physical Chemistry II

Kinetic theory of gases. Ideal and nonideal solutions. Colligative properties. Transport processes. Electrochemistry. Chemical kinetics. Laboratory 4 hrs/wk. *Prerequisite: Chemistry 151.* (4 units) NCX†

153. Physical Chemistry III

Quantum chemistry. Particle in a box. Rigid rotor. Harmonic oscillator. Hydrogen-like atoms. Pauli principle and term states. Fundamentals of spectroscopy. Laboratory 4 hrs/wk. *Prerequisite: Chemistry 152.* (4 units) NCX†

†Exempted from challenge

154. Nuclear Chemistry and Radiochemistry

Nuclear chemistry: nuclear structure, radioactive decay, nuclear reactions. Radiochemistry: interaction of radiation with matter, detectors, tracers in chemistry. Not offered each year. *Prerequisites: Chemistry 150 or 151 or Nuclear Physics plus consent of instructor.* (3 units) NCX†

171. Polymer Chemistry

Introduction to chemistry of macromolecules. Emphasis on synthetic polymers. Step-growth and chain-growth mechanisms. Kinetics and thermodynamics of polymerization. Characterization, morphology, fabrication, and testing of polymers. Not offered each year. *Prerequisites: Chemistry 37 and 152.* (3 units) NCX†

181. Use of Chemical Literature

Literature search on a chemical topic using manual and computerized methods. Written and oral reports. Regular attendance at seminars. (2 units) NCX†

182. Undergraduate Research

Execution of experimental or theoretical research. Oral presentation. Written report. Regular attendance at seminars. *Prerequisites: Chemistry 181 and consent of instructor.* (1 unit) NCX†

190. Special Topics in Chemistry

Topics of current interest in chemistry. *Prequisites will depend on the specific topic being presented.* Not necessarily offered every year. (3 units) NCX†

199. Independent Study in Chemistry

Detailed investigation and directed reading on advanced topics, under the close supervision of a faculty member. Permission of the dean, department chair, and instructor must be obtained before registration. (Credit to be arranged.) NCX†

†Exempted from challenge

DEPARTMENT OF CLASSICS

Associate Professors: William S. Greenwalt, John R. Heath, Helen E. Moritz *(Chair)*, William J. Prior (courtesy of Philosophy Department)
Assistant Professors: Michael J. Hollerich (courtesy of Religious Studies Department), John David Pleins (courtesy of Religious Studies Department)
Senior Lecturer: John R. Dunlap

Classics in the broad sense is the study of all aspects of the life and culture of ancient Greece and Rome. The Classics Department concentrates on the languages (ancient Greek and Latin) and literatures of those cultures and also offers courses in various aspects of ancient civilization. Instruction is also available in Biblical Hebrew, the language of the Old Testament.

A major in Classics prepares the student for graduate study in such fields as classical literature, classical archaeology, ancient history, comparative literature, and biblical studies. Teaching Classics at the high school or college level requires certification or an advanced degree. Because of the multidisciplinary

nature of the field, Classics provides a general liberal arts curriculum that is ar excellent background for careers in many areas.

Every course in the department is open to any interested student with the necessary preparation. Classics courses, such as Mythology, Classical Epic, and Women in Antiquity, require no knowledge of an ancient language. Latin Greek, or Hebrew may be taken to satisfy the foreign-language requirement Nonmajors preparing for graduate study in certain areas of history, philosophy English, or scripture may wish to acquire a knowledge of Latin, Greek, or Hebrew as a research tool in those fields.

Majors are available in several programs in Classical Languages and Literatures—Latin, Greek, Latin and Greek, Latin or Greek and Biblical Hebrew—and in a multidisciplinary program in Classical Studies. A minor is offered in Latin, Greek, or Classical Studies. Because course offerings in any one term are limited, students wishing a Classics major are encouraged to plan their curriculum in consultation with a faculty adviser at the earliest possible date. In addition to completing the major requirements specified below, Classics majors must fulfill University and Bachelor of Arts requirements.

CLASSICAL LANGUAGES AND LITERATURES

These programs emphasize the study of ancient languages and the literature surviving in those languages and are supported by courses in other aspects of ancient literature and civilization.

Majors who plan to do graduate work in Classics should acquire at least a minimal familiarity with both Latin and Greek.

In addition to any lower-division courses in Latin, Greek, or Hebrew that the student may require, majors must complete the following courses:

Requirements for Major and Minor

Major in Latin or Greek Nine upper-division courses in the language of concentration and a senior project (Classics 198)

Major in Latin and Greek *or* ***Greek and Hebrew*** *or* ***Latin and Hebrew*** Nine upper-division courses in the ancient languages, with at least six of these in a single language, and a senior project (Classics 198)

Minors in either Latin or Greek require completion of 20 upper-division units beyond the first quarter of the advanced level in the language.

Students in these programs are strongly encouraged to fulfill the Western Culture requirement with English 11, 12, 13 (Literature I, II, III).

Recommended Electives

Lower Division Classics 65 (Classical Mythology); History 11 (Ancient); Philosophy 11 (Classical & Medieval); Art 11 (Art History I)

Upper Division Literature and culture courses in the Classics 180- and 190-series and history courses in the 110-series

At least one course in Latin literature (numbers 120–139) and one course in Greek literature (numbers 150–169) are regularly offered each academic quarter. These courses are cycled in order to ensure majors the opportunity of studying the greatest number of major authors and genres without duplication during their program. Although each of the upper-division courses in Latin and Greek is ordinarily offered at least once in three or four years, listing in the *Bulletin* does not guarantee that a course will be offered in any given year. The elementary and upper-division sequences in Biblical Hebrew will ordinarily be offered in alternate years.

CLASSICAL STUDIES

For students interested in the bases of Western civilization, this program offers a broad curriculum in language, literature, history, philosophy, and art unified by a concentration on the classical periods in ancient Greece and Rome. Courses in Latin or Greek language and in classical literature (in the original or in translation) are its core, but the program emphasizes a comprehensive understanding of the foundations of Western culture rather than a single discipline.

Requirements for Major

1. Minimum of *five* courses in Latin or Greek, which may include the elementary sequence (this simultaneously fulfills the foreign language requirement for the Bachelor of Arts degree). Students entering with prior study of Latin or Greek may substitute up to two courses in Classical Literature with *advance* approval of the department chair.
2. Additional lower-division requirements: Classics 65 (Classical Mythology); English 11, 12, 13 (Literature I, II, III); History 11 (Ancient); Philosophy 11 (Classical & Medieval); Art 11 (Art History I)
3. Additional upper-division requirements—six courses, distributed as follows:
   a. Two courses in classical literature: at least one from Classics 116, 182, 183, 186; the other from these or from the Classics 120-, 130-, 150-, and 160-series (upper-division Greek and Latin literature)
   b. One course in classical culture from Classics 181, 184, 185, 187, 188, 191; Political Science 111 (History of Political Theory I)
   c. One additional course in classical literature or culture
   d. Two courses in ancient history from Classics 110, 111, 112, 115, 180 and 190
4. Classics 198 (Senior Project)

The Classical Studies minor requires fulfillment of the University foreign language requirement in Latin or Greek; Classics 65; Art 11; Classics 61 or English 11; History 11 or one upper-division course in ancient history; and three other upper-division courses: two in classical literature and one in ancient literature, history, philosophy, or art. Students are encouraged to take English 11, 12, and 13 for the Western Culture sequence and Religious Studies 187.

Teaching Authorization in Latin

The state of California authorizes the teaching of Latin as a second subject for holders of a single-subject instruction credential in another subject (e.g., English or a modern language) who have completed 30 quarter units or 15 upper-division quarter units of college course work in Latin. Students interested in teaching Latin in California public schools should consult the Classics chair about their program at the earliest possible date.

LATIN

11, 12. Elementary Latin I, II

Introduction to vocabulary, forms, and grammar of classical Latin. Development of reading skills with supporting exercises in writing. No language laboratory.

13. Elementary Latin III

Completion of Latin grammar. Introduction to reading Latin literature.

101. Advanced Latin I

Rapid review of Latin grammar. Especially for students wishing to refresh their high school Latin.

102. Advanced Latin II

Reading in a variety of Latin prose and poetry. Recommended entry course for most students with four years of high school Latin.

121. Caesar

Representative selections from the *Commentarii* on the Gallic War and/or the *Bellum Civile.* Consideration of the adaptation of history to political ends.

122. Catullus

Lyric poems, short epigrams, and longer mythological poems by the late Republican poet of personal love and sophisticated society.

123. Roman Comedy

One or more plays by Plautus or Terence. Origins and nature of Roman comedy.

124. Ovid

Selections from the major works, which include love poems, *Amores;* a handbook for amatory success, *Ars Amatoria;* and the epic compendium of mythology, the *Metamorphoses.*

125. Cicero: Philosophical Works

Consideration of Cicero's eclectic philosophy through a careful reading of one or more of his philosophical dialogues, e.g., *De Amicitia, De Senectute,* or *The Dream of Scipio.*

126. Cicero: Oratory and Rhetoric

One or more exemplars of Cicero's rhetorical style (e.g., Catilinarian Orations, *Pro Archia*) or rhetorical theory (e.g., *De Oratore*). Consideration of rhetorical form, figures, and *topoi.*

127. Vergil: Aeneid

The epic poem on the effort of founding Rome and the cost of its greatness. Consideration of the traditional and innovative features of Vergil's epic style and purpose. Attention to epic metre.

131. Vergil: Eclogues and Georgics

Vergil's earlier works: pastoral poems set in an idealized landscape and the didactic poem on the agriculture and countryside of his native Italy.

132. Horace

Selections from the odes and epodes. Attention to the adaptation of Greek lyric forms and rhythms to the Latin language.

133. Livy

Selections from the *Ab Urbe Condita*—the history of Rome from its semimythical founding through monarchy, early Republic, and Punic Wars.

134. Roman Satire

Representative selections from among the works of Horace, Juvenal, and others. Origins and development of the satiric mode in Latin literature.

135. Medieval Latin

Major works of prose and poetry from the fourth century to the Renaissance. St. Augustine's *Confessions;* the histories of Gregory of Tours, Bede, and Einhard; Latin fables; popular songs such as the *Carmina Burana;* and the humanistic writings of Dante and Petrarch.

136. Latin Composition

Systematic practice in Latin prose syntax and idiom.

137, 138. Special Topics: Poetry Special Topics: Prose

Occasional courses in selected authors or genres for advanced students. Possible topics: Lucretius or elegy in poetry; Cicero's letters, Tacitus, or other Roman historians in prose.

GREEK

21, 22. Elementary Greek I, II

Introduction to vocabulary, forms, and grammar of Attic Greek. Development of reading skills with supporting exercises in writing. No language laboratory.

23. Elementary Greek III

Completion of Greek grammar. Introduction to reading Greek literature.

105. Advanced Greek I

Rapid review of Greek grammar in the context of reading selected excerpts from Greek prose and poetry. *Prerequisite: Greek 23 or equivalent.*

106. Advanced Greek II

Greek readings comprising an introductory survey of major authors and genres.

151. Lucian

Selections from the author's satirical treatments of mythology, history, philosophy, and rhetoric (e.g., *Dialogues of the Dead*) and/or from the fantasy called *A True Story.* Lucian's place in the Second Sophistic.

152. Homer: Odyssey

Selected passages demonstrating the fusion of the heroic and the romantic in an epic of peacetime. Consideration of epic metre and conventions.

153. Euripides

A complete tragic drama. Attention to characterization, dramatic structure, and poetry, and to Euripides' place in the history of tragedy. Metrical reading of dialogue.

154. Herodotus

Selections from the *Persian Wars.* Herodotus' achievements and limitations as the "Father of History." Peculiarities of the Ionic dialect.

155. Plato

Careful reading from one or more dialogues such as *Apology, Crito, Phaedo,* and *Republic.* Detailed study of dialogue mode of discourse; overview of Plato's philosophy.

161. Homer: Iliad

Selected passages illustrating the course and consequences of the Wrath of Achilles and the nature of the hero. Consideration of epic metre and conventions.

162, 163. Sophocles; Aeschylus

A complete tragic drama. Attention to characterization, dramatic structure, and

poetry, and to the author's particular contributions to the development of the tragic form. Metrical reading of the text.

164. Oratory

Selections from a representative Greek orator such as Demosthenes or Lysias. Consideration of classical rhetorical forms and *topoi.*

165. Lyric Poetry

Fragments of Alcaeus, Archilochus, Sappho, Simonides, and others. Development of elegiac, iambic, and melic forms.

166. Greek Composition

Systematic practice in the syntax and idiom of Attic prose.

167, 168. Special Topics: Poetry Special Topics: Prose

Occasional courses in selected authors or genres for advanced students. Possible topics: Hesiod or Pindar in poetry, Thucydides or New Testament readings in prose.

BIBLICAL HEBREW

41, 42. Biblical Hebrew I, II

Introduction to the grammar and idiom of Biblical Hebrew. Acquisition of vocabulary, forms, and syntax based on selected readings in the Hebrew Bible.

43. Biblical Hebrew III

Completion of the grammar of Biblical Hebrew. Introduction to sustained reading in Hebrew literature.

141. Pentateuch

Readings in the narrative, ritual, and legal literatures of the first five books of the Hebrew Bible. Examination of the conventions of Hebrew narrative genres. Consideration of the role of the ancestors in the development of biblical tradition.

142. Hebrew Narrative and Poetry

Selections of narrative material from the Books of Samuel and Kings. Readings of poetic texts from the prophetic writings and the Psalms.

143. Biblical Aramaic

Introduction to comparative Hebrew and Aramaic grammar. Readings from Ezra and Daniel.

CLASSICS

Note: Knowledge of an ancient language is not necessary for the following courses.

50. Technical Terminology

Introduction to technical vocabularies, especially in life sciences, through their roots and origins in Greek and Latin.

51. Greek and Latin Etymology of English

A practical study of the influence of Greek and Latin on the development of the English language. Vocabulary building through the recognition and use of Greek and Latin roots in English combined with theoretical and semantic issues.

60. Classical Culture/Honors

A multidisciplinary introduction to the origins of Western culture in ancient Greece and Rome. Emphasis on classical literature and philosophy in their historical context. Substitutes for English 11, History 11, or Philosophy 11 for students in the University Honors Program.

61. Survey of Classical Literature

Historically and culturally based survey of major Greek and Latin authors from Homer through St. Augustine. Introduction to the principal literary genres of antiquity, epic, tragedy, comedy, philosophical dialogue, and satire. (Also listed as English 11.)

62. Survey of Ancient History

Interdisciplinary survey of the development of Western culture from the Near Eastern origins of Western civilization through the collapse of the Roman Empire. (Also listed as History 11.)

65. Classical Mythology

Principal gods and heroes of Greek and Roman antiquity: their stories, significance, and pictorial representations. Implications of myth in society and possible origins of myth. Important background for European and English literature. (Also listed as English 65.)

110. Ancient Greece

A survey of Hellenic history from the Bronze Age to Alexander the Great emphasizing the rise and fall of the polis as an independent social, cultural, and political community. (Also listed as History 110.)

111. Hellenistic Age and the Rise of Rome

The Hellenistic world and Alexander the Great's successors. Rome from its origins to its conquest of the Mediterranean and Gaul. The collapse of the Roman Republic and establishment of the Principate. (Also listed as History 111.)

112. Roman Empire

A political, social, and cultural survey of the Roman Empire beginning with Augustus and tracing changes in Rome from the development of the Roman Empire as a world state to the development of Christianity as a world religion. (Also listed as History 112.)

115. Greek Democracy

An investigation of the Greek origins of democratic institutions and of the strengths and weaknesses of ancient democratic regimes.

116. Greek and Roman Historiography

A survey of the origin, development, and varied uses of historical prose from Herodotus through Ammianus Marcellinus. Consideration of history as an artistic genre. (Also listed as History 115.)

180, 181. Topics in Ancient History; Topics in Ancient Philosophy

Occasional courses in specialized topics. Consult current course descriptions for details.

182. Classical Tragedy

Representative works of the principal Greek tragic playwrights: Aeschylus, Sophocles, and Euripides. Features of the tragic genre, its origins, and the conventions of its performance. At the discretion of the instructor, may include satyr drama and/or the Roman tragedy of Seneca. (Also listed as English 110 and Theatre and Dance 110.)

183. Classical Epic

The *Iliad* and *Odyssey, Argonautica,* and *Aeneid* in translation. Characteristics and historical development of epic genre and epic hero. (Also listed as English 184B.)

184. Women in Antiquity‡

Greek and Roman women from prehistoric times through the Roman Empire, from domestic, legal, and cultural perspectives. Special attention to select women of note. (Also listed as English 184A.)

‡Course included in Women's Studies program

185. Ancient Greek and Roman Religion

Pagan religious culture in the Classical Mediterranean world. Consideration of the differing religious attitudes and expectations of polytheisms and monotheisms, and of religious expression in the context of cult and ritual. (Also listed as History 113.)

186. Ancient Comedy, Wit, and Humor

An investigation of the various styles of and approaches to humor in the ancient Greek and Roman world, as seen through the genres of comedy, satire, spoof literature, and invective. Besides the works of the comic dramatists (e.g., Aristophanes and Plautus) and satirists (e.g., Petronius and Juvenal), the course considers satyr drama, epigram, and "novellas" such as Lucian's *A True Story* and Apuleius' *Golden Ass.* (Also listed as English 111 and Theatre and Dance 111.)

187. Introduction to Classical Archaeology

Survey of the development of classical archaeology from Schliemann to contemporary excavation. Investigation of major archaeological sites in classical lands (e.g., Knossos, Mycenae, Athens, Vergina, Rome, Pompeii) and their significance for history and art. Archaeological problems and methods connected with these sites.

188. Art and Architecture of the Classical World

Architecture, sculpture, and painting from the Archaic through the Roman period, with special emphasis on major artists and monuments such as the Parthenon, the Altar of Zeus at Pergamon, Trajan's column; the sculptors Polykleitos and Lysippos; and the painters Parrhasios and Zeuxis and how they reflect artistic developments and classica culture. (Also listed as Art 170.)

190, 191. Seminar in Ancient History; Seminar in Ancient Philosophy

Intensive study of and research in selected periods, authors, or problems. Consul current course descriptions for details.

198. Senior Project

Directed research project and paper for senior Classics majors.

199. Directed Reading/Research

Individually designed programs of reading or research, in Latin, Greek, or Classics (i.e., literature in translation or culture). Available to the advanced student. Written permission of the instructor and department chair required in advance of registration.

COMBINED SCIENCES

The College of Arts and Sciences offers a program for those students who wisl to incorporate the study of the social, natural, and physical sciences. Student completing this program earn a Bachelor of Science degree in Combine Sciences.

In addition to fulfilling the general education requirements of the Universit and the College of Arts and Sciences, students enrolled in the Combine Sciences program must complete certain *specific* requirements in the natural physical, and social sciences. See one of the program coordinators fo particulars.

Graduates of this program have found that the breadth of the Combine Sciences curriculum provides an excellent preparation for careers in a numbe

of professional areas including law, medicine and other health-related professions, dentistry, business, and teaching.

Special waiver programs exist for those who wish to teach biology, chemistry, or physics at the high school level. The Bachelor of Science degree in Combined Sciences in life science/biology, chemistry, and physics has been approved by the state of California training program as a waiver for the single-subject examination.

For details, students should consult one of the program coordinators: Dr. Joseph F. Deck, Department of Chemistry, or Dr. John B. Drahmann, Department of Physics.

DEPARTMENT OF COMMUNICATION

Associate Professors: Thomas E. Shanks, S.J., Paul A. Soukup, S.J.
Assistant Professors: Christine M. Bachen, John H. McManus
Acting Assistant Professor: Stephen C. Lee
Senior Lecturers: Patricia J. Bendigkeit, John A. Privett, S.J.
Lecturer: Karen E. Strother

The Department of Communication offers a program of studies leading to a Bachelor of Arts in Communication with an emphasis in television production or journalism — both print and broadcast. The major prepares students for graduate studies in communication theory or media and for careers in the communication industry. An academic minor is also available.

The communication major focuses on the *process* of communication in interpersonal and mass media contexts. It explores the theory, research methodologies, responsibilities, and effects of mass and interpersonal communication. The department gives special consideration to new and developing communication technologies.

The major integrates theory with practice. It allows students to apply their knowledge of the communication process to the study and creation of communication *products* (speeches, television programs, newspaper stories, etc.). Courses in basic and advanced public speaking are a special concern of the department.

The communication curriculum provides nonmajors with the opportunity to acquire a critical understanding of the communication process and contemporary media, to improve oral and written skills, and to heighten visual awareness.

REQUIREMENTS FOR MAJOR AND MINOR

Arts and Sciences

Students are expected to complete University Curriculum and College requirements. In addition, communication majors must complete one statistics course (for example, Mathematics 8).

Students who choose either journalism emphasis must also complete

1. an introductory political science course (preferably Political Science 1 Introduction to American Politics); and
2. an introductory economics course (preferably Economics 2, Principles o Economics II).

Communication

Lower Division All students complete Comm 1 (Introduction to Communica tion Processes), Comm 10 (Communication Research Methods I), Comm 1 (Technology and Communication), one course in public discourse (Comm 20 23, or 25), Comm 30 (Television Production I), and Comm 40 (News Gatherin and Writing). Students who plan to emphasize television production als complete Comm 31 (Television Production II). Students who plan to empha size journalism complete Comm 8 (The Communication of News).

Upper Division All students complete Comm 100, 101 (Communication The ory and Effects I and II), Comm 110 (Senior Thesis), and Comm 170 (Commu nication Law and Responsibility). Students also choose to emphasize televisio production, print journalism, or broadcast journalism as an applied area.

Television production students complete Comm 130 (Television Writing Comm 133 (Television Directing), Comm 136 (Television Producing), and on communication elective chosen with the help of a faculty adviser.

Journalism students complete Comm 141 (News Gathering and Writing II either Comm 144 (Presenting News for Broadcast) for broadcast journalists o Comm 145 (Presenting News for Print) for print journalists; Comm 146 (Publi Affairs Reporting); and one communication elective chosen with the help of faculty adviser.

Minor The minor in communication requires four lower-division and fou upper-division courses. Although leeway is given for individual needs, require courses are Comm 1; 20, 23, or 25; and at least one upper-division theor course.

ADVISING

Because the communication field requires students with a broad liberal art education, students work closely with a faculty adviser to plan a cohesiv academic program that combines courses in the Communication Departmen with courses in other departments.

All students are encouraged to complete at least a year of serious work on on of the student-run campus media. Special credit practica for such work may b included in the student's academic program.

Additionally, all junior and senior students are encouraged to complete a internship at an off-campus media organization; sophomore journalism stu dents are also advised to consider an internship. The department maintains list of potential internships that may be completed for credit as Communica tion 98 or 198.

LOWER-DIVISION COURSES

1. Introduction to Communication Processes

Overview of the communication process; effects and responsibilities of interpersonal and mass communication. Special consideration of media institutions, various communication models, and approaches to communication study.

8. The Communication of News

Analysis of theories of the press and characteristics of news as a form of interpersonal and mass communication. Overview of news media history. Ethical reasoning about news gathering and presentation. *Prerequisite: Comm 1.*

10. Communication Research Methods I

Introduction to communication as a social science and to methods for analyzing audiences, communication messages, and effects. Design, sampling, and basic computer data analysis. *Prerequisites: Comm 1, 12, and 20, 23, or 25.*

12. Technology and Communication

Examination of the relationship between society and communication technology—past, present, and future. Hands-on introduction to the basic functions of the computer as a communication tool, programmable "thinker," data sorter and searcher, and number cruncher.

20. Public Speaking

Introduction to oral communication theory and practice: the role of the speaker, audience factors, and elements of the message that create an effective speech.

23. Oral and Written Communication

Theory and practice of clear, concise, written and oral communication to inform and to motivate. Messages directed to a specific audience in personal and professional situations.

25. Group Processes

Theory and practice of small task-oriented groups. Leadership skills, Interpersonal dynamics. Critical thinking and problem solving.

30. Television Production I

Basic theory and technique of television production. Studio and field assignments introduce the TV production process. Project planning, camera, audio operations, and editing.

31. Television Production II

All studio and portable equipment. Basic TV aesthetics, lighting, editing, language, and procedures necessary for directing. *Prerequisite: Comm 30.*

40. News Gathering and Writing I

Introduction to theories and techniques of gathering and writing news for mass media. Fundamentals of news values, audience information needs, objectivity, journalistic style, and interviewing. Primary emphasis on writing for newspapers, but introduces writing for broadcast. *Prerequisites: English 1 and 2 and, for journalism students, Comm 8.*

90. Yearbook Practicum

A 1-unit course for editors and students working on the University yearbook, *The Redwood.* Principles of photojournalism, graphic design, and book production. Discussion of significant work in progress.

91. Photojournalism Practicum

A 1-unit practicum for photo staff of the school newspaper or yearbook. Shooting, processing, and printing regular assignments for student publications. Basic knowledge of photography and darkroom techniques required.

92. Forensics Practicum

A 1-unit course for members of the speech and debate team. Supervised activity in forensics. Competition in

debate and speaking events: persuasive, expository, extemporaneous, impromptu speaking, oral interpetation. Field trips required. *Prerequisite: permission of instructor.*

95. Journalism Practicum

A 1-unit course for editors and staff members of the University newspaper, *The Santa Clara.* Review of student writing. Practical advice and experience in journalism.

96. Public Relations Practicum

A 2-unit course involving planning, promoting, and attending public relations events.

97. Communication Practicum

A 2-unit course for participants in depart ment activities. Includes crew members, actors, researchers, lab assistants, and others as approved by instructor. *Prerequisite: permission of instructor or chair.*

98. Internship

Projects with recognized communication institutions outside the University. Written contract must be approved by internship coordinator and chair one week prior to registration.

UPPER-DIVISION COURSES

100. Communication Theory and Effects I

Theories and effects of communication on individuals, emphasis on interpersonal communication. Meaning and codes. Symbolic interactionism. Conversation. Rules theory. Self-disclosure. Gender issues. *Prerequisite: Comm 1.*

101. Communication Theory and Effects II

Continuation of Comm 100. Mass communication theories and effects. Special study of audiences and media institutions. Effects models, information seeking, uses and gratifications, agenda setting, cultural norms theory. Consideration of theories and potential effects of new technologies. *Prerequisites: Comm 10 and 100.*

110. Senior Thesis

Advanced qualitative and quantitative approaches to communication. Content analysis. Advanced survey analysis. Ethical issues in communication research. Major qualitative or quantitative research project that involves study design, data collection and analysis, and report writing. *Prerequisites: Comm 10, 12, 101, and a statistics course.*

120. Persuasive Speech

Rhetoric's humanizing role in U.S. social, political, and economic institutions. Critical thinking and speaking skills. Theory and practice of persuasive speech. *Prerequisite: Comm 20 or permission of instructor.*

130. Television Writing

Creation of scripts for commercials, public service announcements, educational programs, and documentaries for television. Basics of formative research and television aesthetics. Ethics of television writing. *Prerequisite: Comm 31 or permission of instructor.*

133. Television Directing

Advanced principles and techniques of television directing. Advanced TV aesthetics, working with performers, and the direction of various formats. Working with producers. *Prerequisite: Comm 31.*

136. Television Producing

Theory and practice of organizing a commercial, public, or industrial television program. Assessing audience needs, developing creative show ideas, preparing production material. Budgeting and clearances. Postproduction evaluation of

effect on audiences. *Prerequisites: Comm 31 and 130.*

141. News Gathering and Writing II

Advanced news reporting and writing. Emphasis on strategies for news gathering. Beat coverage. Data-base searches. Precision or "social science" journalism. Opportunities for specialized and in-depth reporting. Final project may be presented in print, radio, or television media. *Prerequisites: Comm 10, 30, and 40.*

144. Presenting News for Broadcast

Researching, writing, editing, and reporting radio and television news and documentaries. Creation of newscasts. Broadcast news ethics and law. *Prerequisite: Comm 141.*

145. Presenting News for Print

Fundamentals of copy editing and designing print presentation formats. Emphasis on concise, logical, explanatory, and attention-getting presentation of words, graphics, and photographs. *Prerequisite: Comm 141.*

146. Public Affairs Reporting

Students observe and report on the workings of government, including courts, police, and social issues. Presentation may be either broadcast or print. *Prerequisite: Comm 144 or 145.*

149. Public Relations and Corporate Communication

Theories and practice of public relations. Practical project involving advocacy writing, effective planning, and objective evaluation. The function of public relations in organizational settings. Ethics for public relations professionals. *Prerequisites: Comm 1 and 40 or permission of instructor.*

150. The Narrative Art of Film

The art and craft of visual images, sound, and motion in film. Aesthetic analysis and criticism. Viewing of classic and contemporary films.

170. Communication Law and Responsibility

Legal and ethical standards for media. Responsibilities of communicators in interpersonal and mass communication. Case studies. Consideration of new technologies. *Prerequisite: Comm 1.*

172. Media Criticism

Methods of critical and cultural analysis of various media forms. Offered alternate years. *Prerequisite: Comm 1 or permission of instructor.*

180. Communication and Cultural Development

The impact of communication on culture, tracing shift from oral to print to electronic cultures. Special attention to rise of the newspaper, film, advertising, and television in the United States. Offered alternate years. *Prerequisite: Comm 1.*

181. Communication Media and Technology in Education

Exploration of the alternative uses of communication, particularly as applied to education. Theory and practice in distance education, instructional television, and interactive video computer-assisted education. Examination of current implementations of the technologies.

183. International Telecommunication

Introduction to the international dimensions of broadcasting in first, second, and third worlds; shortwave and satellite communication; cable, video, and VCRs; telephony; and data communication.

184. Information Campaigns

The use of media and interpersonal communication in campaigns to change attitudes and behaviors. Case studies in antismoking, antidrug, environmental, and political campaigns and propaganda. Audience analysis, message design, and evaulation. Students design campaigns for local agencies or organizations.

185. Children and Media

Examination of media content aimed at children and adolescents. Effects of media on development. Sex-role socialization. Aggression. Consumerism. Impact of new technologies or media developments, including computers and music videos.

190. Yearbook Practicum

A 1-unit course for editors and students working on the University yearbook, *The Redwood.* Principles of photojournalism, graphic design, and book production. Presentation and critique of significant work in progress.

191. Photojournalism Practicum

A 1-unit practicum for photo staff of the school newspaper or yearbook. Shooting, processing, and printing regular assignments for student publications. Basic knowledge of photography and darkroom techniques required.

192. Forensics Practicum

A 1-unit course for members of the speech and debate team. Supervised activity in forensics. Competition in debate and speaking events: persuasive, expository, extemporaneous, impromptu speaking, oral interpetation. Field trips required. *Prerequisite: permission of instructor.*

193. Computer Design Workshop

An interdisciplinary workshop for engineering, art, and communication students. Graphics computers and software. Students explore solutions to social problems, use the computer to illustrate solutions, and complete presentations. Limited enrollment. *Prerequisite: permission of instructor.* (Also listed as Art 193 and MECH 193.)

194. Career Practicum

A 2-unit course leading students through steps designed to identify a career path in the communication field. Career search strategies. Informational interviews. Enrollment restricted to communication majors.

195. Journalism Practicum

A 1-unit course for editors and staff members of the University newspaper, *The Santa Clara.* Review of student writing. Practical advice and experience in journalism.

196. Public Relations Practicum

A 2-unit course involving planning, promoting, and attending public relations events.

197. Communication Practicum

A 2-unit course for participants in department activities. Includes crew members, actors, researchers, teaching assistants, and others as approved by instructor. *Prerequisite: permission of instructor or chair.*

198. Internship

Projects with recognized communication institutions outside the University. Written contract must be approved by internship coordinator and chair one week prior to registration.

199. Directed Research/Creative Project

Independent studies. Directed reading in communication theory, research, responsibilities. Creative projects in television, print, or another medium. Written proposal must be approved by instructor and chair one week prior to registration.

DEPARTMENT OF ECONOMICS

Professors: Mario L. Belotti, William F. Donnelly, S.J., Alexander J. Field *(Chair)*, John M. Heineke, Thaddeus J. Whalen, Jr.
Associate Professors: Peter Chinloy, Henry G. Demmert, Laurence R. Iannaccone, Thomas R. Russell
Assistant Professors: Richard T. Coz, S.J., Linda Kamas, Laurence Levin, Helen Popper, William A. Sundstrom
Acting Assistant Professor: Mah-Lih Chen
W. M. Keck Foundation Professor: Mario L. Belotti
Stephen and Barbara Schott Professor: Peter Chinloy

As one of the social sciences, economics studies how society produces, distributes, and consumes its goods and services, focusing particularly on the allocation of scarce resources among different sectors and households. This practical and highly relevant discipline provides insights into such real world problems as unemployment, inflation, environmental deterioration, and world hunger. The study of economics emphasizes rigorous and systematic analysis and provides an excellent background for graduate study in economics, law, business, or government, as well as employment in the private and public sectors. The majority of economics graduates pursue careers in business, domestic and international banking, government, or private economic consulting.

REQUIREMENTS FOR MAJOR AND MINOR

Students majoring in economics, in addition to fulfilling the general requirements for a Bachelor of Science degree, must complete the following departmental requirements:

Lower Division

1. Economics 1, 2, and 3 (Principles of Economics I, II, and III)
2. One statistics course: DISC 40
3. Two math courses: Mathematics 11 and 12 (Calculus and Analytical Geometry I and II)
4. One computer course (DISC 17 or COEN 4 or equivalent)

Upper Division

1. Economics 114, 115, 116, and 173 or 177
2. One course to be chosen from Economics 122, 128, or 180
3. One course to be chosen from Economics 120, 121, 124, or 126
4. Three upper-division economics electives

The minor in economics offered through the College of Arts and Sciences requires Economics 1, 2, 114, and 115; either 173 or 174; and any three other upper-division courses. The student must also take Mathematics 11 and 12 and Decision and Information Sciences 40.

Note: Students are strongly encouraged to take introductory statistics (DISC 40), Econometrics (Economics 173), and Aggregate Economic Theory (Economic 115) in consecutive quarters.

SPECIAL EMPHASIS PROGRAMS

Mathematical Economics

The Mathematics and Economics departments jointly offer a program providing an emphasis in mathematical economics. Students wishing to participate major in either mathematics or economics but pursue a course of study that emphasizes the use of mathematics in the study of economics. Participation in the program is noted on the student's transcript. This program is especially suited for students planning graduate work or careers in actuarial science, economics, mathematics, operations research, systems engineering, or related fields. In addition to University and College requirements, all students in the program must complete the following, as well as specific requirements in their major department:

1. Economics 114, 115, 170, 171, and 177
2. Mathematics 21, 22, 52, 53, 102
3. Economics 174 *or* Mathematics 122 and 123

With the permission of the Economics chair, students may substitute an economics elective for Economics 170 or 171. Full descriptions of the program may be obtained from the chairs of the Department of Economics or Mathematics.

Political Economy

The Economics and Political Science departments jointly offer a program providing an emphasis in political economy. Students wishing to participate major in either economics or political science but pursue a special course of study that emphasizes the interdependence of economics and political science in the analysis and solution of current domestic and world economic problems. Participation in this program will be noted on the student's transcript. This program is especially valuable to students planning graduate work or careers in public affairs, law, economics, or political science and should include

1. Economics 114, 115, 116, 120, and 173 or 174
2. Political Science 150, 151, 165, and 167

Full descriptions of the program may be obtained from the chairs of the Department of Economics or Political Science.

LOWER-DIVISION COURSES

1. Principles of Economics I

Introduction to the general principles, terminology, and methods of macroeconomics.

2. Principles of Economics II

Introduction to the general principles, terminology, and methods of microeconomics.

3. Principles of Economics III

Contemporary economic issues and problems. Use of the methodology and tools learned in Economics 1 and 2 to investigate in detail some of the major economic issues of the day. *Prerequisite: Economics 1 and 2 or permission of the instructor.*

12. Economic History and Development

History and economic development with special attention to the North Atlantic community. Comparative institutions and economic systems.

UPPER-DIVISION COURSES

Prerequisites: Economics 1 and 2, or approval of the Undergraduate Committee, are required for all upper-division courses.

114. Microeconomics I

Introduction to the theory of demand, production, cost, and pricing.

115. Aggregate Economic Theory

Macro, or aggregate, aspects of the economy, emphasizing modern macro-economic models for explaining the level of output, employment, and prices. *Prerequisite: Economics 173.*

116. History of Economic Thought

Evolution of economic ideas and their influences on the development of economic practices. *Prerequisites: Economics 114 and 115.*

117. European Economic History

Study of the preindustrial environment and industrial growth patterns of Western Europe.

119. American Economic History

Study of growth and institutional change in the U.S. economy since colonial times. Topics include early industrialization, the economics of slavery, and the rise of large business enterprises and labor unions.

120. Economics of the Public Sector

Microeconomic analysis of the role of government in the market economy. Supply of public goods and services, government's role in controlling externalities and regulating private industry, and the economics of the political process. *Prerequisite: Economics 114.*

121. Microeconomics II

Applications of microeconomic theory to familiar economic problems. *Prerequisite: Economics 114.*

122. Money and Banking

Theoretical, institutional, and historical approach to the study of money and banking, with particular emphasis on the relationship between the monetary and banking system and the rest of the economy. *Prerequisite: Economics 115 or permission of instructor.* (Students may not take *both* Economics 122 and Finance 126 for credit.)

124. Industrial Organization

Microanalysis of the structure, conduct, and performance of U.S. industry. *Prerequisite: Economics 114.*

126. Economics and the Law

Application of the tools of economic theory to the analysis of law and legal institutions as they exist in the contemporary United States. *Prerequisite: Economics 114 or permission of instructor.*

127. Public Finance: Taxation

Analysis of various types of tax policies and their effect on the economy. Individual income taxes, corporate income taxes, consumption taxes, payroll taxes, state and local taxes, and other alternative forms of taxation.

128. Business Cycles and Forecasting

Study of the nature and causes of economic instability in an industrial economy. *Prerequisite: Economics 115 or permission of instructor.*

129. Economic Development

Analysis of the historical and theoretical context underlying present efforts to increase the rate of economic growth in underdeveloped countries.

130. Latin American Economic Development

Examination of the economic development of Latin American countries, with particular emphasis on the relationships between economic growth and their social, political, and economic structures.

132. Asian Economic Development

Study of the economic development of Asian countries with particular emphasis on the relationships between economic growth and their social, political, and economic structures.

134. Growth Dynamics and Planning

Study of various theoretical growth models and their application to development, planning, and project evaluation. *Prerequisites: Economics 114 and 115.*

135. Economic Development of Japan

Analysis of the historical development of the modern Japanese economy from the Meiji era to the present with an emphasis on the relationship between government, business, and labor.

140. Real Estate and Urban Economics

Examination of the economics of urban problems with emphasis on location and land use, the real estate market, and transportation. *Prerequisite: Economics 114 or permission of instructor.*

143. Real Estate

One quarter in senior year. Entails a research project on a specific program. Includes financing, marketing, development, and construction. (Open only to students admitted to the Real Estate program.)

144. Real Estate Studies Program Internship

One quarter spent as an employee of a real estate firm or lender. Students exposed to construction, appraisal, or financing. (Open only to students admitted to the Real Estate program.)

150. Human Resources Economics

Study of labor productivity, incomes, and employment and how these are affected by labor organizations and labor legislation.

161. The Economics of Race, Ethnicity, and Gender

Empirical and theoretical examination of economic issues relating to race, ethnicity, and gender. *Prerequisites: Economics 114 and 173.*

162. Ethics and Economic Thought

Use of welfare economics to investigate the issues of distributive justice and market allocation. Topics include utilitarianism, Rawls's maximin principle, Nash fairness, and Arrow's impossibility theorem.

170. Mathematical Economics and Optimization

Generalization and reformulation of many familiar micro- and macroeconomic models as mathematical systems. Focus on exploring the properties of these models using mathematical techniques and on static models. *Prerequisites: Mathematics 11 and 12, Economics 114 and 115, or consent of instructor.*

171. Mathematical Economics: General Equilibrium Theory

Study of the mathematical model of market equilibrium. Existence, uniqueness, efficiency, core equivalence, dynamics, and growth. *Prerequisites: Mathematics 11 and 12, Economics 114 and 115, or permission of instructor.*

173. Econometrics

Methods to analyze economic data. Time series data, index numbers, hypothesis testing, and simple regression. *Prerequisites: DISC 17 and 40.*

174. Statistical Analysis

Foundations of statistical research methods, including distribution theory, estimation, testing and prediction, with special emphasis on multivariate models. *Prerequisites: Mathematics 11 and 12 or equivalent.*

177. Advanced Econometrics

Introduction to the techniques used by economists to estimate and test economic relationships. Focus on regression analysis, time series problems, and estimation of multiple equation models. *Prerequisite: Economics 173 or equivalent.*

180. International Economics

Analysis of the theory of international trade, problems in balance-of-payments adjustments, and international economics policies. *Prerequisite: Economics 114.*

182. International Business Economics

The institutions and processes influencing the environment for an enterprise involved in international business. Examination of the concepts, information sources, determinants of exchange rates, and evolution of the multinational corporation. Open only to nonmajors.

185. Economics of Technological Change

The economic consequences and causes of technological change. Examines a succession of technological and organizational breakthroughs and the developments that made these breakthroughs possible.

188. Economics Seminar

Modern economic theories and problems. Admission by invitation only.

198. Internship

Opportunity for selected upper-division students to work in local governmental units or firms. *Prerequisite: upper-division standing and approval of the Undergraduate Committee.*

199. Independent Study

DEPARTMENT OF ENGLISH

Professor Emeritus: Elizabeth J. Moran
Professors: James P. Degnan, Francis X. Duggan
Associate Professors: Diane E. Dreher, Mary Judith Dunbar, Christiaan T. Lievestro, Richard H. Osberg, Charles T. Phipps, S.J. *(Chair),* Frederick P. Tollini, S.J., Fred D. White
Assistant Professors: Paul G. Bator, Terry L. Beers, Marilyn J. Edelstein, Edward D. Gross, John C. Hawley, S.J., Bruce S. Henderson, Edward Kleinschmidt, Theodore J. Rynes, S.J., Bernice B. Zamora
Senior Lecturers: Mary Ann Aschauer, Simone J. Billings, John R. Dunlap, Carol G. Rossi, Cory Wade, Jeffrey L. Zorn
Lecturers: Phyllis Brown, Susan Frisbie, Jill Goodman Gould, Tim A. Gracyk, Claudia Mon Pere McIsaac

The Department of English provides students with a thorough undergraduate education in the liberal arts centered on the history, theory, and aesthetics of literature and the art of writing. The knowledge and skills developed in English courses are an excellent preparation for careers in law, government, business, communications, and education, as well as for graduate study in literature or writing.

REQUIREMENTS FOR MAJOR AND MINOR

In addition to University requirements and requirements for the Bachelor of Arts degree, English majors must complete five lower-division English courses (not counting the three composition courses required by the College) and nine upper-division English courses. English majors ordinarily fulfill their composition requirements by taking English 9 and 10 and English 22 or 23 or a course from 70–76.

The Department of English offers its majors two programs: a Language, Literature, and Writing program, which provides students with a number of options, and a Single-Subject Waiver program for students interested in teaching English in California secondary schools.

The minor in English requires courses 41, 42, 43 (or 11, 12, and 13); 21; and four upper-division courses, including 116, 117, or 118.

LANGUAGE, LITERATURE, AND WRITING PROGRAM

This program is especially suitable for students planning to enter law school or an MBA program and for those intending further study in journalism, language, or linquistics. It is also designed to meet requirements for graduate studies in literature, writing, or education. The heart of the program is a three-course sequence in closely related topics. With its many upper-division options and electives, this program enables students, with the assistance of their academic advisers, to emphasize various areas of language and literature or creative and technical writing.

Lower-Division Requirements

Lower-division course requirements include the following five courses: English 11 (Literature I); English 21 (Introduction to Literature: Poetry); English 41, 42, and 43 (Survey of English Literature I, II, and III).

Note: The Western Culture sequence (11, 12, 13) does not satisfy the University Curriculum requirement for English majors, who must follow a Western Culture sequence in the Art, History, or Philosophy departments.

Upper-Division Requirements

Students must distribute their nine required upper-division courses as follows:

1. Three courses from one of these groups:
   a. Medieval literature (103, 141, 142)
   b. Renaissance literature (113, 116–118, 143–145, 161)
   c. Post-Renaissance literature (114, 146–152, 155, 162)
   d. American literature (119, 131–140)
   e. Comparative literature (110–112, 141, 155, 161–167, 169, 184A, 184B, 189) *or* three courses in one foreign literature
   f. Fiction (134, 135, 151, 152, 167)
   g. Dramatic literature (110–119, 186)
   h. Language and linguistics (101–104)
   i. Writing (126, 170–175, 177–181, 197)
2. One course in Shakespeare (116–118). If a Shakespeare course from groups 1b or 1g (above) has already been included, a course in Chaucer (142) or Milton (145) must be substituted to fulfill this requirement.
3. One upper-division course in American literature, if not already included in one of the above groups
4. One senior seminar (188)
5. Upper-division elective courses, at least one of which must be an English period course (141, 143–144, 146–149), if not already included from one of the above groups

Recommended Electives

English 103, 104, 116, 117, 118, 123, 124, 142, 145

SINGLE-SUBJECT WAIVER PROGRAM

The English Department offers courses that satisfy the requirements of the state of California Single-Subject Credential program for secondary school teachers. The waiver degree program requires the same courses as the major, but with some additional restrictions in subject area and some additional course work.

Waiver program requirements are combined with the ordinary requirements of the English Department major programs as well as with College and

University Curriculum requirements and include course work in three areas: (1) writing, (2) literature, and (3) linguistics and oral communication. A course on the U.S. Constitution is also required.

English majors in the waiver program ordinarily fulfill the first two freshman writing requirements by taking English 9 and 10. They ordinarily fulfill the third English requirement, however, by taking English 180.

Students planning to teach English in secondary schools who complete the waiver program may be considered for a fifth-year credential program without taking the National Teacher Examination.

Lower-Division Requirements

1. English 11
2. English 21
3. English 41–43 (Survey of English Literature I, II, and III)
4. Ethnic literature: English 35 or 66
5. Speech: Communication 20 or equivalent

Upper-Division Requirements

1. Two linguistics courses: English 101 and 102
2. One course in Shakespeare: English 116, 117, or 118
3. At least one course in American literature
4. One senior seminar: English 188
5. Three English electives
6. Ethnic literature: English 166 or Spanish 133 (if a lower-division ethnic literature course has not already been completed)

Recommended Electives

English 103, 104, 131–133, 170–179, 197
Psychology 187
Education 98/198 (see Division of Counseling Psychology and Education)

HONORS PROGRAM

Students majoring in English may participate in the University Honors Program. The Department of English offers special courses or sections of courses restricted to Honors students. It also permits Honors students majoring in English to begin taking courses in their sophomore year ordinarily restricted to juniors and seniors.

Note: Authors and topics listed in the following course descriptions are typical rather than definitive. They are not necessarily included in a respective course every time it is offered, and others not listed here may be included. Some courses are offered every year; all, ordinarily, are offered at least once every two years.

LOWER-DIVISION COURSES

1. Composition and Rhetoric I

Expository writing for college students. NCX†

2. Composition and Rhetoric II

Argumentation and research writing. *Prerequisite: English I or its equivalent.* NCX†

4, 5. Guided Writing I, II

Courses in composition for students with special linguistic needs that have become evident after they have completed English 1. Both courses must be taken to substitute for English 2. NCX†

6. English Syntax for Second-Language Students

Practice in grammatical forms and structures within a communicative context. Attention to styles and varieties of forms in American English. Students are graded P/NP only. (2 units) NCX†

7. Writing for International Students I

Practice in expository writing. Includes study of rhetorical principles, organization, and vocabulary development. Substitutes for English 1. NCX†

8. Writing for International Students II

Continuation of English 7. Focus on writing in different academic disciplines. Includes a major research paper. Substitutes for English 2. NCX†

9, 10. Critical Composition I, II

Composition in literary topics for freshman English majors and for freshmen in the University Honors Program. Substitutes for English 1 and 2. NCX†

11, 12, 13. Western Culture: Literature I, II, III

Historical survey of Western literature from the ancient Greeks to the twentieth century. Satisfies the University Curriculum humanities requirement for students who are not English majors.

21. Introduction to Literature: Poetry

Introduction to the study of poetry through critical reading and analysis.

22. Introduction to Literature: Drama

Introduction to the study of drama through critical reading and writing.

23. Introduction to Literature: Fiction

Introduction to the study of the novel and the short story through critical reading and writing.

27. Contemporary Novel

Readings in selected novels of the past decade.

30. Studies in American Literature

Selected authors, movements, genres in American literature. Designed for non-English majors.

35. African-American Literature§

Readings in the African-American literature of America.

36. Chicano Literature I§

Studies in the literary fusion of Spanish and Native-American oral and written traditions.

37. Native-American Literature

Studies in Native-American oral and written traditions.

†Exempted from challenge §Course included in Ethnic Studies program

41, 42, 43. Survey of English Literature I, II, III

Readings in the history of English literature from the beginnings to the present. Emphasis on the history of ideas and on the major authors.

54. Shakespeare

Readings in selected major plays.

65. Classical Mythology

See Classics 65.

67. Modern Novel

Readings in selected twentieth-century novels.

68. Women's Literature‡

Introduction to the study of literature by and about women.

69. Women's Literature: Third World Women Writers in the United States§‡

A study of U.S. women of color writing in the context of their respective cultural and social histories. Analysis of the interplay of racial images. Modern writings comprise the core of the course.

70. Fundamentals of Creative Writing

Instruction and practice in the writing of poetry and fiction. *Prerequisites: English 1 and 2.* NCX†

71. Fiction Writing

Introduction to the writing of fiction. May be repeated once for credit. *Prerequisites: English 1 and 2.* NCX†

72. Poetry Writing

Introduction to the writing of poetry. May be repeated once for credit. *Prerequisites: English 1 and 2.* NCX†

73. Introduction to Magazine Writing

An introduction to the writing of articles book reviews, and interviews. NCX†

74, 75. Journalism I, II

See Communication 40.

76. Exposition

A writing course that continues to develop the expository writing skills of students who have satisfactorily completed their freshman composition requirements. *Prerequisites: English 1 and 2.* NCX†

79. Composition and Literature

Instruction and practice in writing expository prose. Combines writing instruction with a close reading of literary texts to serve as subjects and stimuli for writing. *Prerequisites: English 1 and 2.*

81, 82. Literary Topics I, II

Special topics in literature.

95A. Journalism Practicum

See Communication 95.

95B. Magazine Journalism Practicum

A 1-unit course for editors, staff, and principal writers on *The Santa Clara Review.* Students meet weekly with a faculty member to discuss ways of improving the quality of student writing. Students are graded P/NP only. NCX†

†Exempted from challenge ‡Course included in Women's Studies program
§Course included in Ethnic Studies program

UPPER-DIVISION COURSES

'01. Linguistics

General survey of the science of linguistics: phonology, morphology, syntax, grammar, and usage.

'02. Theories of Modern Grammar

Analysis of the basic problems of describing grammatical structure; traditional, structural, and transformational-generative grammars.

'03. History of the English Language

Origin, structure, and development of the English language. Special attention to the morphology and syntax of Old English.

'04. Teaching English as a Second Language (TESL)

Introduction to theories of instruction; survey of methods and materials used in the teaching of English to speakers of other languages. NCX†

'10. Classical Tragedy

See Classics 182.

'11. Classical Comedy

See Classics 186.

'12. Modern Drama

See Theatre and Dance 112.

'13. English Drama I

Non-Shakespearean drama in England to 1660. Medieval drama, Marlowe, Ford, Webster, Jonson.

'14. English Drama II

Drama in England since the Restoration. Dryden, Wycherley, Congreve, Sheridan, Shaw, Eliot, and selected contemporary playwrights.

'16. Shakespeare's Tragedies

'17. Shakespeare's Comedies

118. Shakespeare's Histories

119. American Drama

See Theatre and Dance 119.

123. History of Literary Criticism

Literary criticism from Plato to the present.

124. Contemporary Critical Theory

Major movements in contemporary critical theory.

125. Feminist Theory and Criticism‡

Study of twentieth-century feminist literary theory and criticism. Examines influences of gender on reading and writing literature.

126. The Craft of Poetry

Analysis and practice of image, line, diction, rhythm, rhyme, form, and other elements of the poet's craft.

131. American Literature I

Historical study of American literature from its beginnings to the 1850s.

132. American Literature II

Historial study of American literature from the 1850s to World War I.

133. American Literature III

Historical study of American literature from World War I to the present.

134. American Novel I

The American novel before 1900. Authors may include Cooper, Hawthorne, Melville, Twain, James, Chopin, Crane, Dreiser.

135. American Novel II

The American novel in the twentieth century. Authors may include Dreiser,

†Exempted from challenge ‡Course included in Women's Studies program

Cather, Fitzgerald, Hemingway, Faulkner, Ellison, Barth, and other recent novelists.

136. American Poetry I

Historical study of American poetry of the eighteenth, nineteenth, and early twentieth centuries. Taylor, Poe, Emerson, Longfellow, Whitman, Dickinson, Robinson, Frost.

137. American Poetry II

American poetry of the twentieth century. Pound, Eliot, Williams, Stevens, Lowell, and more recent poets.

138. Contemporary American Literature

American poetry, fiction, and drama from 1960 to the present.

139. California Literature

Literature written by Californians and/or about California.

140. Chicano Literature II§

Advanced studies in Chicano and Native-American traditions.

141. Medieval Literature

English literature from its beginnings to 1485. Beowulf, medieval drama, Sir Gawain, Langland, Chaucer, Malory.

142. Chaucer

Study of *The Canterbury Tales* in the context of medieval literature and culture. Emphasis on Chaucer's language and style.

143. Renaissance Literature

Nondramatic literature of England from 1485 to 1603. Sidney, Spenser, Marlowe, Shakespeare, and others.

144. Seventeenth Century

Nondramatic literature of England fron 1603 to 1660. Jonson, Donne, Herrick, Milton, Marvell, Herbert, Browne.

145. Milton

A study of Milton's major poetry and prose.

146. Neoclassical Literature

Literature of England from 1660 to 179 Dryden, Pope, Swift, Johnson, Boswell.

147. Romantic Movement

Nondramatic literature of England fron 1798 to 1832. Blake, Burns, Wordswort Coleridge, Byron, Shelley, Keats.

148. Victorian Literature

Poetry and nonfictional prose of Englar from 1832 to 1900. Macaulay, Carlyle, Tennyson, Browning, Newman, Ruskin Arnold, Hopkins.

149. Modern British Literature

Nondramatic literature of England in th twentieth century. Hardy, Conrad, Law rence, Eliot, Auden, Graves, Forster, Woolf, Joyce.

150. Contemporary Literature

British and American poetry, fiction, ar drama since World War II.

151. English Novel I

The eighteenth-century English novel. Defoe, Richardson, Smollett, Sterne, Fielding, Austen.

152. English Novel II

The nineteenth-century English novel. Scott, the Brontes, Dickens, Thackeray, Eliot, Meredith, Butler, Hardy.

155. Irish Renaissance

Irish literature in English of the late nineteenth and early twentieth centurie Yeats, Synge, Russell, Lady Gregory,

§Course included in Ethnic Studies program

olum, O'Casey, Stephens, Joyce, 'Connor, O'Faolain.

61. Comparative Humanism

listorical classical readings (drama, rose, poetry) on problems of humanism.

62. Classic and Romantic

omparative readings in English and ontinental Neoclassic and Romantic terature. Racine, Moliere, Pope, Word-worth, Byron, Shelley, Keats, Heine, chiller, Hugo, Chateaubriand.

63. The Don Juan Theme

ariations on eros and agape from Plato nd the earliest Spanish Don Juan play to foliere and Shaw. Comments by Rollo fay and Erich Fromm.

64. African Literature

eadings in the contemporary literature f sub-Saharan Africa.

65. The Bible as Literature

enres, styles, and themes of the Bible.

66. Pan-African Literature§

eadings in the literature of the black iaspora. Writers from Africa, the Carib-ean, and the United States. Slavery, egritude, and Pan-Africanism.

67. Modern Fiction

elected works of continental, English, nd American fiction that are peculiarly odern in sensibility or style. James, roust, Joyce, Gide, Kafka, Mann, Woolf, Lowry, Faulkner.

68. Women's Literature‡

udies in literature by and about wo-en. Authors, genres, and themes change om year to year.

169. Foreign Literature in Translation

Readings in a foreign literature. Areas and topics vary from year to year.

170. Play Writing

See Theatre and Dance 171. NCX†

171. Advanced Fiction Writing

Workshop in the writing of fiction. May be repeated once for credit. *Prerequisite: English 71 or permission of the instuctor.* NCX†

172. Advanced Poetry Writing

Workshop in the writing of poetry. May be repeated once for credit. *Prerequisite: English 72 or permission of the instructor.* NCX†

174. Literary Journalism

Writing for magazines and periodicals. Book reviews, satire, explication, and critical essays. *Prerequisites: English 73 or 76, or 74 and 75, or permission of the instructor.* NCX†

175. Magazine Writing

Writing articles for magazines and periodicals. Emphasis on controversial political, cultural, and scientific topics. *Prerequisites: English 73 or 76, or 74 and 75, or permission of the instructor.* NCX†

176. Intensive Writing

For upper-division students who have completed English 1 and 2 and who now seek to strengthen those skills necessary for clear and forceful communication in their major fields. English majors enroll only with permission of the chair. NCX†

177. Advanced Composition

Extensive practice in academic writing such as biography, reviews, and interviews. Emphasis on stylistic development. *Prerequisites: English 1 and 2.* NCX†

ourse included in Ethnic Studies program
xempted from challenge

‡Course included in Women's Studies program

178. Argumentation

Argumentative and persuasive writing, ideal for students planning careers in business, politics, or law. *Prerequisites: English 1 and 2.* NCX†

179A. Report Writing

An introduction to formal technical communication designed especially for students planning careers in the sciences or engineering. *Prerequisites: English 1 and 2.* NCX†

179B. Report Writing

An introduction to formal professional communication designed especially for students planning careers in business. *Prerequisites: English 1 and 2.* NCX†

180. Writing for Teachers

Writing and the teaching of writing. Especially recommended for students planning careers in primary and secondary education. *Prerequisites: English 1 and 2.* NCX†

181. Writing for Publication

Tutorial for superior writers from all disciplines, including sciences, business, and engineering. Enrollment by permission of the instructor. May be repeated once for credit. Flexible scheduling. NCX†

182. Communication for Engineers: Technical Writing and Oral Reports

Designed for engineering students. Teaches the skills necessary for effective technical communication, including problem analysis, audience analysis, planning, evaluation, revision, visual design, and oral presentation. (2 units) NCX†

183. Communication for Engineers: Evaluating Academic Writing

Designed for training teaching assistants in engineering to evaluate their students' writing. Teaches the theory, practice, and evaluation of engineers' academic writing. (2 units) NCX†

184. Special Topics

Major authors, genres, literary movements, or themes.

184A. Women in Antiquity‡

See Classics 184.

184B. Classical Epic

See Classics 183.

186. Special Topics in Drama

See Theatre and Dance 186.

186A. Theatre Criticism

An introduction to the theory and practice of stage and film criticism and reviewing.

187. Special Topics in Literary Criticism

188. Senior Seminar

Seminar in English or American literature for senior English majors. NCX†

189. Honors Seminar

Seminar for students in the University Honors Program and other invited students. Since topics change from year to year, this course may be repeated for credit with permission of the departmen chair. NCX†

195A. Journalism Practicum

See Communication 195.

195B. Magazine Journalism Practicum

A 1-unit course for editors, staff, and principal writers on *The Santa Clara Review.* Students meet weekly with a faculty member to discuss ways of improving the quality of student writing. Students are graded P/NP only. NCX†

†Exempted from challenge ‡Course included in Women's Studies program

197. Practicum in Tutoring Composition

For students of any major who wish to strengthen their writing skills by assisting freshman writers. Prospective students should consult the instructor. NCX†

198. Writing Internship

Work-study program for students of superior writing ability who gain course credit by supervised writing on newspapers, magazines, or for government or private agencies. Enrollment is by permission or invitation of the instructor and department chair. May be repeated once for credit. Students are graded P/NP only. NCX†

199. Directed Reading/Directed Research

In special circumstances and with the permission of the department chair, a student may request of an instructor a course in directed reading or writing. May not be taken in a subject listed in this bulletin. NCX†

†Exempted from challenge

DEPARTMENT OF HISTORY

Professors Emeriti: Norman F. Martin, S.J., Matt S. Meier
Professors: Steven M. Gelber, Mary McDougall Gordon, Peter O'M. Pierson *(Chair)*, David E. Skinner
Associate Professors: Ramon D. Chacon, George F. Giacomini, Jr., William S. Greenwalt (courtesy of Classics Department), Gerald McKevitt, S.J., Istvan I. Mocsy, Barbara Molony, Timothy J. O'Keefe, Robert M. Senkewicz, S.J., Thomas Turley
Assistant Professors: Dorothea R. French, Arthur F. Liebscher, S.J., Jo Burr Margadant
Patrick A. Donohoe, S.J., Professor: Mary McDougall Gordon

History provides an understanding of all aspects of the human past. By synthesizing the humanities and social sciences, the study of history develops the ability to research, analyze, and communicate the reasons nations and peoples have evolved in particular ways. Knowledge and skills developed in history are excellent preparation for graduate study and careers in education, communications, government, law, and business.

REQUIREMENTS FOR MAJOR AND MINOR

In addition to the general requirements for the University and the Bachelor of Arts degree, majors must pass twelve history courses that meet the following requirements:

1. Four lower-division courses
2. Eight upper-division courses
3. History 100 (Historical Methods)—may be the *fourth* lower-division or *ninth* upper-division course (recommended at end of sophomore or beginning of junior year)

4. One history seminar with History 100 as a prerequisite
5. Three courses in each of the following areas (requirement is not waive for those in a special emphasis program):
   a. United States history
   b. European history
   c. African, Asian, or Latin American history

A minor in history is also available. It requires a minimum of 32 units, 20 c which should be upper-division.

SPECIAL EMPHASIS PROGRAMS

Students who want to concentrate on a particular area of history may pursu a special emphasis program. Enrollment in one of these programs is nc required. History courses taken to fulfill area program requirements also fulfi history requirements. Further information is available from the department.

United States History

Requirements

1. Three United States area courses selected from English, art history music, religious studies, economics, political science, and anthropology sociology
2. History 197 and at least five other United States history courses

Recommended Spanish- or French-language competency

European History

Requirements

1. Three European area courses selected from classics, political science, ar history, philosophy, religious studies, or French, German, Italian, Span ish, or English literature
2. History 192 or 193 and at least five other history courses in ancient medieval, or modern Europe

Recommended Competency in at least one European language other tha English

African History

Requirements

1. Two courses selected from English 66 (African Literature) or 166 (Pan African Literature); Economics 131 (African Economic Development) Anthropology 3 (Introduction to Social and Cultural Anthropology) Religious Studies 91 (Slave Narratives) or 126 (Black Theology in th U.S.)

2. History 194 (Seminar in African History) and at least five other African history courses

Recommended French-language competency

Asian History

Requirements

1. Three Asian area courses selected from Economics 132 (Asian Economic Development) or 135 (Economic Development of Japan); Political Science 135 (Far Eastern International Relations), 147 (Politics in Japan) or 148 (Politics in China); Religious Studies 76 (Hinduism and Buddhism), 77 (Chinese and Japanese Religions), or 147 (Zen Buddhism); any Japanese literature course. *Note that Political Science 2 is a prerequisite for upper-division political science courses.*
2. History 195 and at least five other Asian history courses, three of which must be upper-division courses

Recommended Japanese-language competency

Latin American History

Requirements

1. Three Latin American area courses selected from Political Science 136 (Politics in Central America and the Caribbean) and 137 (Politics in South America); Spanish 115, 117, 130, 131, 135, 140, 145, 146; and Economics 130 (Latin American Economic Development)
2. History 196 and five other Latin American history courses

Recommended Spanish-language competency

HONORS IN HISTORY

History majors having at least a 3.5 grade point average in history (and not less than a 3.3 overall grade point average) at the end of the second quarter of the junior year may be invited by the department to become history honors students. History honors students must write a Senior Honors Thesis under the direction of a professor. The thesis is worth 10 upper-division history units, but history honors students must also take a ninth upper-division course. Theses will be reviewed by a committee of three professors and, if found to be of honors quality, the student will be granted a bachelor's degree with honors in history.

SINGLE-SUBJECT WAIVER PROGRAM

The state of California requires that persons seeking a credential to teach history in California secondary schools, besides completing a fifth year of studies and student teaching, either pass the National Teacher Examination in Social Science or complete a state-approved waiver program of study in history.

The History Department offers courses that satisfy the requirements of the state of California Single-Subject Credential program for secondary school teachers. The waiver degree program requires the same courses as the major, but with some additional restrictions in subject area and some additional course work. Students who wish to participate in the waiver program should consult with the chair of the History Department at an early date.

WORLD AND COMPARATIVE HISTORY

25. Twentieth-Century World Wars

A study of the causes, conduct, and results of World Wars I and II and their place in modern history. Civilian and military leadership and the chief campaigns and battles. (May also count as European History.)

26. Modern Revolutions

Comparative study of the causes, successes, and failures of selected revolutions and rebellions. Emphasis on revolutionary leadership, ideology, and organization.

103. Technology and Imperialism Seminar

Examination of the relationship between the development of technologies and imperial organization. Emphasis on the application of technologies to imperial expansion and control during the nineteenth and twentieth centuries and on how imperialism has contributed to the rise of new technologies.

104. War in World History to 1815

War in Western civilization from Greek and Roman antiquity to the French Revolution and Napoleon. Complex relationships among war, politics, values, social structures, economics, and geography. Battles and great commanders. War in thought, literature, and art.

105. War in the Modern World

War from the era of the French Revolution to the post—World War II period. Focus on the complex problems and conflicts of expansive nation-states in an age of unprecedented economic growth and technological innovation. Grand strategy, high command, and military and naval campaigns. Shifting attitudes of the modern mind facing the phenomenon of war.

109. African Americans and Africa§

Historical examination of the roots of African-American culture and politics: the impact of the Atlantic slave and the continuity of the influence of African cultures.

190. Seminar in World or Comparative History

Original research and group discussions of selected problems and periods.

199. Directed Reading/Directed Research

Directed reading and research in source materials and secondary works dealing with selected historical problems in world and comparative history. *Prerequisite: permission of department chair and instructor.*

§Course included in Ethnic Studies program

UNITED STATES HISTORY

7. United States: Colonies and Constitution

Introductory survey of U.S. history from first European settlement through the Constitutional Convention. Political, economic, social, and intellectual aspects of America's first 200 years.

8. United States: The Nineteenth Century

Introductory survey of U.S. history from the Constitutional Convention to the Spanish American War. Political, economic, social, and intellectual aspects of the century that saw the nation evolve from an infant state to an industrial world power.

9. United States: The Twentieth Century

Introductory survey of U.S. history from the Spanish American War to the present. Political, economic, social, and intellectual aspects of America in an era of international involvement and domestic change.

77H. Honors Seminar: United States

Selected problems in U.S. history. Methods of the historian. Restricted to University Honors Program students.

81. Chicanos in the Southwest§

Survey of the Chicanos in California and the Southwest. Emphasis on the period since 1848 and on Texas, New Mexico, and California.

83. Asian Americans§

Survey of Asians in Hawaii and the West Coast to about World War II. Precolonial Hawaii, imperialism in the Pacific, Asian contract and migrant labor, the anti-Asian movement, Asian-American communities, and World War II.

100. Historical Methods

Required of all majors in last quarter sophomore or first quarter junior year. Includes research and writing of history papers.

170. The American Colonies

Development of religious, political, economic, and social institutions in England's North American colonies in the seventeenth and eighteenth centuries.

171. Revolution, Confederation, Constitution

Intensive study of the origins, progress, and culmination of the American Revolution to 1800.

172. The New Nation

Social and political reforms, expansion and changes, sectional and national politics of the United States during the period between 1800 and 1850.

173. The Union in Crisis

Intensive study of the Old South from the Revolution to the Civil War and Reconstruction. Emphasis on regional identity, race, and the relationship of Southern history to the national experience.

174. Industrialism and Reform, 1877–1920

Growth of industrial America in the age of immigration. Populist response to the growth of urban power and attempts by Progressives to moderate the impact of big business. U.S. involvement in World War I.

175. The Modern Era, 1920–1960

The end of the Republican ascendancy in the 1920s and the rise of the New Deal coalition. America at war again and the Cold War at home and abroad.

§Course included in Ethnic Studies program

176. America in the 1960s

Little Rock to Watergate: social, political, and foreign policy upheavals of the 1960s. Civil rights movement, student and antiwar movements, hippies and others, Kennedy and Johnson, end of the Cold War and the war in Vietnam, Nixon and Watergate.

177. American Capitalism

Analysis of the philosophy and social impact of the capitalist idea as it developed in America from the colonial period to the twentieth century. Role of the businessperson, social mobility, and some anticapitalist ideas.

178. Twentieth-Century U.S. Diplomatic History

Critical study of the international relations of the United States. Economic, political, social, and public opinion forces influencing the development of U.S. policy.

179. Special Topics in U.S. History

Occasional lecture courses in special topics in U.S. history.

180. Life and Work in the American City

Development of urban centers in the United States and their effect on the lives of ordinary people.

181. U.S. Catholicism

The Catholic experience in America from colonial times to the present. Missions among the Indians, the English colonies, the church of the immigrants, the parish and local church, the Catholic response to industrialization, the Second Vatican Council.

182. Family in American History‡

History of the family in the United States from the seventeenth to the twentieth century. Impact of changing society on the family from birth to death. Particular focus on life stages, child rearing, and sexuality.

183. Social Movements in Twentieth-Century America

Popular movements for and against change. Investigation of the response of the American people to the problems of modern industrial society. Labor, women's rights, black activism, antiradicalism, Ku Klux Klan, peace movement, and others.

184. Women in American Society‡

Historical survey of women's experiences from the Puritan era to the present. Emphasis on class, race, and ethnic origins, and activist roles of women.

185. Native Americans of the United States§

History of Native Americans of the United States from European contact to the present. Emphasis on nineteenth- and twentieth-century developments.

187. The American West

The West as a factor in U.S. history, from the seventeenth century to the present. Emphasis on the nineteenth-century trans-Mississippi frontier.

189. California

Survey of the state's history: its Native-American origins, Spanish invasion and missionization, Mexican period, U.S. conquest, gold rush, and development to the present. Major attention to nineteenth century.

197. Seminar in U.S. History

Original research and group discussions of selected problems and periods.

‡Course included in Women's Studies program §Course included in Ethnic Studies program

199. Directed Reading/Directed Research

Directed reading and research in source materials and secondary works dealing with selected historical problems in U.S. history. *Prerequisite: permission of department chair and instructor.*

EUROPEAN HISTORY

11. Western Civilization: Ancient

Interdisciplinary survey of the development of Western culture from the Near Eastern origins of Western civilization through the collapse of the Roman Empire. May be taken by all nonhistory majors to fulfill one part of the Western Culture requirement. Open to all students.

11H. Western Civilization Honors

A multidisciplinary introduction to the origins of Western culture in ancient Greece and Rome. Emphasis on classical literature and philosophy in their historical context. Restricted to University Honors Program students.

12. Western Civilization: Medieval and Early Modern

Interdisciplinary survey of the development of Western culture from the fall of the Roman Empire to the age of Louis XIV. May be taken by all nonhistory majors to fulfill one part of the Western Culture requirement. Open to all students.

12H. Western Civilization Honors

A multidisciplinary survey of Western culture from the Middle Ages through the Enlightenment. Restricted to University Honors Program students.

13. Western Civilization: Modern

Interdisciplinary survey of the development of Western culture from 1715 to the present. May be taken by all nonhistory majors to fulfill one part of the Western Culture requirement. Open to all students.

13H. Western Civilization Honors

Selected problems in modern European history. Methods of the historian. Restricted to University Honors Program students.

110. Ancient Greece

Greece from the Minoan period to the death of Alexander the Great. (Also listed as Classics 110.)

111. Hellenistic Age and the Rise of Rome

The Hellenistic world and Alexander the Great's successors. Rome from its origins to its conquest of the Mediterranean and Gaul. The collapse of the Roman Republic; establishment of the Principiate. (Also listed as Classics 111.)

112. Roman Empire

A political, social, and cultural survey of the Roman Empire from Augustus. The development of the Roman Empire as a world state to the development of Christianity as a world religion. (Also listed as Classics 112.)

113. Ancient Greek and Roman Religion

Pagan religious culture in the Classical Mediterranean world. Consideration of the differing religious attitudes and expectations of polytheisms and monotheisms, and of religious expression in the context of cult and ritual. (Also listed as Classics 185.)

114. Family in Antiquity

A survey of family social, economic, political, and religious roles in various ancient Greek states and in Republican and Imperial Rome.

115. Greek and Roman Historiography

A survey of the origin and development of historical prose from Herodotus through Ammianus Marcellinus. Consideration of history as an artistic genre; special attention to the authors' various political and ideological purposes. (Also listed as Classics 116.)

116. Western Barbarians, 300–1100

A social and cultural survey of Western Europe from the first appearance of the barbarians on the borders of the Roman Empire to the twelfth-century renaissance. The fall of Rome, the survival of ancient culture, the emergence of feudalism, the roots of modern social and intellectual structures.

117. Crusading Age, 1000–1450

The culture and society of the High Middle Ages, from its emergence in the eleventh century to its dissolution in the fifteenth century. The twelfth-century renaissance, the crusades and the idea of Christendom, the origins of modern governmental and economic concepts, Gothic art, and courtly love.

118. Renaissance and Reformation: Europe, 1350–1560

The transformation of Europe from a medieval to a modern society. The Italian and Northern Renaissances, the formation of the early modern state, dynastic struggles and overseas expansion, the Protestant Reformation and the Catholic response. Cultural, artistic, and intellectual developments.

119. Dynasties and Discoveries: Europe 1560–1763

Empires, warfare, and the growth of the early modern state. Culture and thought in the Age of Scientific Revolution and Enlightenment.

120. Special Topics in Ancient and Medieval Europe

Occasional lecture courses in selected topics in ancient and medieval Europe.

121. State and Church in the Middle Ages, 1000–1450

The struggles between state and church that formed modern Western political institutions. The rise of royal and papel theocracy, the emergence of the idea of limited government, the foundation of representative institutions and modern legal institutions, the origins of the modern state.

122. Late Medieval Religion

Christian religious culture from the feudal age to the Reformation. The influence of the new urban society on religious observance, the rise of the papacy, the mendicants, struggles with nation states, the Great Schism, conciliarism, movements for reform.

123. Western Europe and the World Since 1919

The intersection of society, politics, and culture during the post-World War I inflation and the Great Depression; the rise of fascism in Italy and Germany, the Spanish Civil War, World War II and the holocaust; decolonization, prosperity, and the rise of mass culture in the 1950s; the revolt of youth in the 1960s; economic recession in the 1970s; and the consolidation of a united Europe in the 1980s. (May also count as World and Comparative History.)

124. Women in Europe‡

Survey of the changing social experience, cultural images, and political position of European women from the Medieval period to the present. Examination of the role of women in bringing about change.

‡Course included in Women's Studies program

125. European Diplomatic History

Relations of major European powers since 1870. Emphasis on economic, political, and social forces that influenced these relations.

126. European Culture and Society

Brief introduction to European culture and civilization from the end of the Middle Ages to the beginning of the twentieth century. Emphasis on cultural forms, letters, the fine arts and music, and social developments.

128, 129. Germany

Social, economic, political, and cultural development of the German nation—128: Germany from the Reformation to 1848; 129: Germany from 1848 to the Third Reich.

130. Ireland

Irish history since the Reformation. Emphasis on conflict between the Protestant Ascendancy and the Catholic population. The modern division of Ireland.

131, 132. England

Growth of the English state and constitution. Continental ambitions of England during the Middle Ages. Tudors and the English reformation; constitutional struggle under the Stuart monarchs; development of modern English government; nineteenth-century political reforms; Britain's role in the modern world.

135. Spain

The peoples of Spain from earliest times to the present. Emphasis on period from Ferdinand and Isabella to the late seventeenth century (*Siglo de Oro*) and to the crises of twentieth-century Spain.

136, 137. Russia

Political, social, and religious formation of early Russia; the reforms of Peter the Great; Russian absolutism and the impact of Western Europe in the eighteenth and nineteenth centuries; Russian Revolution; economic and political developments in the Soviet Union.

138. Contemporary Central and Eastern Europe

Ethnic and historic background of modern Poland, Czechoslovakia, Hungary, Romania, Bulgaria, and Yugoslavia. Effects of World Wars I and II. Destruction of postwar democracies, political and economic Stalinization. De-Stalinization after 1953, failure of reforms, the 1956 and 1989 revolutions. Current economic prospects and sources of future tensions and conflicts.

139. Special Topics in Modern Europe

Occasional lecture courses in selected topics in Modern Europe.

191. Seminar in Ancient History

Original research and group discussions of selected problems and periods.

192. Seminar in Medieval or Early Modern Europe

Original research and group discussions of selected problems and periods.

193. Seminar in Modern Europe

Original research and group discussions of selected problems and periods.

199. Directed Reading/Directed Research

Directed reading and research in source materials and secondary works dealing with selected historical problems in European history. *Prerequisite: permission of department chair and instructor.*

AFRICAN HISTORY

45. Introduction to African History and Cultures

Historical survey of the origins and development of African cultures from ancient times to the onset of European colonialism in the nineteenth century. Focus on selected civilizations and societies. Patterns of African social, economic, and political life.

140. Origins and Development of Islam

Prophethood of Muhammed and the Muslim revolution. Islamic conquests and formation of Muslim institutions. Development of philosophy, law, and art during the "golden age" of Islam. Fragmentation of the Muslim empire; the rise of Turkish power; the Crusades.

141. Modern Middle East and North Africa

European imperialism and the development of Arab nationalism. Problems of economic development, political stability, and military conflict.

144. Women in Islamic and African Societies‡

Comparative analysis of the legal position of women and their social, economic, and political roles in different African and Middle Eastern cultural settings.

146. Colonial Africa

African institutions and culture in the imperial era, the rise of nationalism, the effects of social and economic change.

147. Independent Africa

African economic, social, and political problems after independence. Major ideologies and international conflict.

149. Special Topics in African History

Occasional lecture courses in special topics in African history.

194. Seminar in African History

Original research and group discussion o selected problems and periods.

199. Directed Reading/Directed Research

Directed reading and research in source materials and secondary works dealing with selected historical problems in African history. *Prerequisite: permission of department chair and instructor.*

ASIAN HISTORY

51. Introduction to Chinese Civilization

History and culture from the dawn of civilization to the post-Maoist present. Ancient philosophies. Confucianism, traditional political institutions, urbanization, the impact of the West, twentieth-century reform and revolution. Modern society, politics, and economics.

52. Introduction to Japanese Civilization

Two thousand years of Japanese history and culture. Age of classical civilization, feudalism and shogunal government, nineteenth-century modernization, imperialism. War in the twentieth century. Postwar social and economic successes.

‡Course included in Women's Studies program

151. Premodern China

Chinese civilization from the earliest times to the Western intrusion. Dominant historical and cultural patterns; evolution of Confucianism, Taoism, and Buddhism; development of political institutions; analysis of pre-industrial economic experience; state-society relations.

152. Modern China

Analysis of nineteenth- and twentieth-century revolutionary changes. Equal emphasis on the disintegration of imperial rule and the efforts of twentieth-century revolutionaries. Intellectual and cultural changes and the roles of the West. Indigenous forces shaping China's modern evolution.

154. Women in Asia‡

Gender as a historical category in analyzing the impact of change in East Asia from the traditional to the modern period. Changing roles and status of women under industrialization, intellectual development, and legal reform.

155. Imperialism in East Asia

Social, political, and economic effects of imperialism in China, Korea, and Vietnam in the nineteenth and twentieth centuries; colonialism and dependency and their application to East Asia.

156. Traditional and Early Modern Japan

From prehistoric times to the mid-nineteenth century. Japan's adaptation of Chinese civilization; cultural and literary history; political effects of socioeconomic changes from the classical period through feudalism to interaction with the West; ideological developments and response to Western encroachment.

157. Modern Japan

Major themes in Japanese modern history since 1868. Japan's nineteenth-century "economic miracle"; problems faced by a rapidly modernizing agrarian economy; nationalism and imperialism and their effects on foreign policy; adaptation of Western ideals and institutions; social and political movements in the twentieth century, especially the suffrage and labor movements; postwar reconstruction.

158. U.S.-Japan Relations

The two Pacific powers: their initial gunboat encounter in 1853; the rise of imperialism; rivalry for influence in East Asia. The Pacific War and its aftermath. Contemporary trade and security issues.

159. Special Topics in Asian History

Occasional lecture courses in special topics in Asian history.

195. Seminar in Asian History

Original research and group discussion of selected problems and periods.

199. Directed Reading/Directed Research

Directed reading and research in source materials and secondary works dealing with selected historical problems in Asian history. *Prerequisite: permission of department chair and instructor.*

LATIN AMERICAN HISTORY

61. Latin America: Indians and Conquerors

Introduction to Latin American culture and civilization from the Native American empires, through the Iberian conquest, to the independence of Latin American nations.

‡Course included in Women's Studies program

62. Modern Latin America

Introduction to Latin American history focusing on the formation of nineteenth-century nations and the forces shaping their twentieth-century experience.

64. Central America

Survey of Central America from independence to the present. Focus on three Central American countries: Nicaragua, Guatemala, and El Salvador. Emphasis on recent developments; social, economic, and political problems (militarism, dictatorship); and the nature of U.S. policy vis-à-vis Central America.

161. Mexico: Colonial and Early National Periods

Mexico from the Mayas and Aztecs to the Benito Juarez era in the 1870s. The Indian past, the Spanish conquest, and independence to Juarez's La Reforma.

162. Modern Mexico

Mexico since the Benito Juarez regime to the present. Emphasis on the Porfiriato, the 1910 Revolution and its institutionalization, and the development of the modern state.

163. Contemporary Latin America

A thematic introduction of the political and economic dynamics shaping twentieth-century Latin America. Political and economic dynamism, revolution, authoritarianism, popular aspirations, and current trends and prospects.

165. Argentina

The political and economic development of this southern South American nation from the late eighteenth century to the present, with emphasis on nineteenth-century gaucho leaders and liberalism, and also on twentieth-century democracy, militarism, and Peronism.

166. Cuba and the Caribbean

A survey of three Caribbean nations, Cuba, the Dominican Republic, and Puerto Rico, from the colonial period to the present. Emphasis on twentieth-century developments; social, economic, an political issues (dictatorship, revolution, social stratification); and the role of U.S. policy vis-à-vis Cuba and the Caribbean.

167. Brazil

Analytical study of Brazil's past and present: the colonial era, the New World monarchies of Pedro I and II, and the republic. Emphasis on social and economic developments.

168. U.S. and Latin American Relations

Analysis of the political, economic, and social relations between the United State and Latin America. Case studies of majo issues and events involving U.S. policy i Latin America. Emphasis on twentieth-century and recent developments.

169. Special Topics in Latin American History

Occasional lecture courses in special topics in Latin American history.

196. Seminar in Latin American History

Original research and group discussion o selected problems and periods.

199. Directed Reading/Directed Research

Directed reading and research in source materials and secondary works dealing with selected historical problems in Lati American history. *Prerequisite: permission of department chair and instructor.*

DEPARTMENT OF MATHEMATICS

Professors: Gerald L. Alexanderson *(Chair),* Karel L. de Bouvere, SCJ, Paul R. Halmos
Associate Professors: José Barría, Robert A. Bekes, Frank A. Farris, Leonard F. Klosinski, David E. Logothetti, Jean J. Pedersen, Dennis C. Smolarski, S.J.
Assistant Professors: Steven R. Benson, Fred Hickling, Alan Evan Wessel
Acting Assistant Professor: Sarah T. Whitehead
Senior Lecturer: Alice J. Kelly
Lecturer: Peter Ross
Michael and Elizabeth Valeriote Professor: Gerald L. Alexanderson

The Department of Mathematics offers major programs leading to the Bachelor of Science in Mathematics or the Bachelor of Science in Computer Science (Mathematics), as well as required and elective courses for students majoring in other fields. Either major may be pursued with any of three principal goals: preparation for graduate studies leading to advanced degrees in mathematics, computer science, statistics, operations research, or other fields; preparation for secondary school teaching of mathematics or computer science; or preparation for a career in research in industry or government. The major in mathematics may be taken with an emphasis in computer science or in mathematical economics. Minors in mathematics or computer science are also available.

Graduate work is offered in the department for the Master of Science in the Teaching of Mathematics degree; for a description of this degree, contact the Department of Mathematics. For a description of the Master of Science in Applied Mathematics degree offered by the School of Engineering, see the *School of Engineering Graduate Programs* bulletin.

REQUIREMENTS FOR MAJOR AND MINOR

Bachelor of Science Degree in Mathematics

In addition to completing the University and College requirements for the Bachelor of Science degree, candidates for the B.S. in Mathematics must complete the following requirements:

1. Mathematics 11, 12, 13, 21, 52, and 53
2. Seven upper-division courses in mathematics, two of which must be Mathematics 102 and either 111 or 176 (or both). Mathematics 111 should be taken by students planning to do graduate work in mathematics; 176 is more suitable for students planning work in computer science or other applied areas. Students planning to undertake graduate studies in mathematics should plan to take, in addition to 102 and 111, Mathematics 105, 112, 113, 144, and 154.

3. Mathematics majors must demonstrate the ability to read a mathema cal work in French, German, or Russian prior to graduation.
4. Physics 4 and 5 (Physics for Scientists and Engineers I and II). Studen with a special interest in the application of mathematics in the soci sciences or economics may substitute Economics 170, 171, or 177 f Physics 5. Students planning to teach in secondary schools may subs tute, with approval of the department chair, Physics 106 and 107 (Gene al Physics I and II) for Physics 4 and 5.

Students electing the B.S. in Mathematics with emphasis in Comput Science should take Mathematics 10 and 61, COEN 22, and at least four of t following: Mathematics 122, 123, 144, 154, 161, 162, 163, 164, 165, 166, 16 168, 169, 176, and 177. Mathematics 22 and 32 are recommended.

Bachelor of Science Degree in Computer Science (Mathematics)

In addition to completing University and College requirements for t Bachelor of Science degree, candidates for the B.S. in Computer Scien (Mathematics) must complete the following courses:

1. Mathematics 10, 11, 12, 13, 21, 22, 32, 52, 53, 61, and 163
2. One course chosen from Mathematics 161, 166, or 167
3. One upper-division mathematics course on the following list and tv upper-division mathematics courses not on the list: Mathematics 14 161, 162, 164, 165, 166, 167, 168, 169, 176, and 177
4. Physics 4 and 5 (Physics for Scientists and Engineers I and II)
5. COEN 22 and 121 and one additional COEN upper-division course

Minor in Mathematics

The minor in mathematics requires completion of Mathematics 11, 12, 1 21; 52 or 53; and three upper-division courses with no more than one selecte from 161–168.

The minor in computer science requires completion of Mathematics 10 a 61; 12, 32, or 51; COEN 22; three courses selected from 144, 161–169, a 176–177; and either COEN 121 or Math 167.

EMPHASIS IN MATHEMATICAL ECONOMICS

The Mathematics and Economics departments jointly offer a progra providing an emphasis in mathematical economics. Students wishing to pa ticipate major in either mathematics or economics but pursue a course of stu that emphasizes the use of mathematics in the study of economics. Particip tion in the program is noted on the student's transcript. This program especially suited for students planning graduate work or careers in mathema cal economics, actuarial science, operations research, or related fields. A students in the program must complete the following in addition to Universi and College requirements as well as specific requirements in their maj departments:

1. Economics 114, 115, 170, 171, and 177
2. Mathematics 21, 22, 52, 53, and 102
3. Mathematics 122, 123, or Economics 174

Full descriptions of the program may be obtained from the chairs of the Department of Economics or Mathematics.

TEACHING CREDENTIAL PROGRAM

Students planning a career in secondary school teaching must fulfill the requirements for the teaching credential. In addition to the requirements for the B.S. in Mathematics or the B.S. in Computer Science (Mathematics), they are strongly encouraged to complete the following courses:

1. English 180 (Writing for Teachers)
2. Communication 20 (Public Speaking)
3. Education 198 (see Division of Counseling Psychology and Education)
4. Mathematics 10, 101, 111, 122, 123, 134, 172, 175, and 176

As noted above, Physics 106 and 107 may be substituted for Physics 4 and 5.

HONORS PROGRAM

The Department of Mathematics maintains a program for the discovery, encouragement, and development of mathematical talent among undergraduates. This program includes special sections, seminars, individual conferences, and directed study guided by selected faculty members. Students are also encouraged to participate actively in research projects directed by faculty.

LOWER-DIVISION COURSES

4. Mathematics for Elementary Teachers I

Problem-solving and logical thinking approach to whole numbers: their nature, counting, place value, computational operations, properties, and patterns. Intuitive two-dimensional geometry and measurement, especially metric. Does not fulfill the University Curriculum requirement. NCX†

5. Mathematics for Elementary Teachers II

Problem-solving and logical thinking approach to fractional numbers, integers, rational numbers and real numbers: their nature, computational operations, properties, and patterns. Intuitive three-dimensional geometry and measurement, especially metric. Functions, relations, and graphs. Does not fulfill the University Curriculum requirement. *Prerequisite: Math 4 recommended but not required.* NCX†

6. Finite Mathematics for Social Science

Introduction to finite mathematics with applications to the social sciences. Sets, logic, combinatorial problems, probability, vectors, and matrices.

†Exempted from challenge

7. Calculus for Social Science

Introduction to differential and integral calculus with applications to the social sciences. Mathematics 7 and Mathematics 11 cannot both be taken for credit.

8. Introduction to Statistics

Elementary topics in statistics chosen from descriptive statistics, probability, random variables and distributions, sampling, estimation, hypothesis testing, regression, and correlation. *Prerequisite: Math 6 or equivalent.*

9. Precalculus

College algebra and trigonometry, for students who wish to take calculus. Permission to enroll must be obtained from the department chair. Does not fulfill the University Curriculum requirement. (2 units)

10. Introduction to Computer Science

Introduction to computer science and programming. Structured programming techniques using Pascal and FORTRAN, machine structure, elementary algorithms, and data structures. Primarily (but not exclusively) for majors in computer science, mathematics, and physical sciences. Mathematics 10 may not be taken for credit if student has already received credit for a course in Pascal or FORTRAN (e.g., COEN 4, DISC 30). *Prerequisite: Math 11 (may be taken concurrently).*

11. Calculus and Analytic Geometry I

Differentiation and applications, introduction to integration. Mathematics 7 and Mathematics 11 cannot both be taken for credit. *Prerequisite: four years of high school mathematics (including trigonometry) or satisfactory grade in Math 9.*

12. Calculus and Analytic Geometry II

Continuation of 11. Methods and applications of integration, transcendental functions. *Prerequisite: Math 11.*

13. Calculus and Analytic Geometry III

Polar coordinates, parametric equations infinite series, determinants, vectors. *Pr requisite: Math 12.*

21. Calculus and Analytic Geometry IV

Vector functions, partial derivatives, multiple integrals, line integrals, Green' theorem. *Prerequisite: Math 13.*

22. Differential Equations

Use of series, numerical, and Laplace transform methods in solving differenti equations. Applications. *Prerequisite: Math 21.*

32. Mathematical Logic

Informal and formal methods in elemen tary logic. Arithmetical representations statement calculus. Boolean algebras of sets, statements, and electrical switches. For students in computer science and/o students planning to pursue further wor in logic and foundations. Recommende prerequisite for Math 133.

41. The Nature of Mathematics

For liberal arts students. Topics chosen from the theory of numbers, combinato ics, geometry, and other suitable areas. Material will generally be presented in a historical setting that allows students to participate in the discovery and develop ment of important mathematical ideas. Emphasis on problem solving and *doing* mathematics.

51. Discrete Mathematics

Relations and operations on sets, orderings, elementary combinatorial analysis recursion, algebraic structures, graphs. (Also listed as COEN 79.)

52. Introduction to Abstract Algebr

Groups, homomorphisms, isomorphism quotient groups, fields, integral domain and applications to number theory.

53. Linear Algebra

Vector spaces, linear transformations, algebra of matrices, eigenvalues and eigenvectors, and inner products. *Prerequisite: Math 13.*

61. Data Structures

Analysis of structures used for computer data storage (arrays, records, stacks, queues, linked lists, trees). Introduction to algorithms associated with various data types (sorting, searching, tree traversal, large integer arithmetic), and to general programming techniques (recursion, iteration). Math 61 and COEN 70 cannot both be taken for credit. *Prerequisite: Math 10.*

90. Lower-Division Seminars

Basic techniques of problem solving. Topics in algebra, geometry, and analysis.

UPPER-DIVISION COURSES

Note: Although Mathematics 10 is not explicitly listed as a formal prerequisite, some upper-division courses suggested for computer science (mathematics) majors may presuppose the ability to write computer programs in some language. A number of upper-division courses do not have specific prerequisites. Students planning to enroll should be aware, however, that all upper-division courses in mathematics require some level of mathematical maturity. Those without a reasonable background in lower-division courses are advised to check with instructors before enrolling.

101. A Survey of Geometry

Topics from projective, advanced Euclidean, and non-Euclidean geometries. Convex sets. Offered in alternate years.

102. Advanced Calculus

Vector calculus, functions of several variables, elliptic integrals, line integrals, uniform convergence, Stokes's theorem, and the divergence theorem. *Prerequisites: Math 21 and 53.*

105. Theory of Functions of a Complex Variable

Analytic functions. Cauchy integral theorems, power series, conformal mapping. Riemann surfaces.

111. Abstract Algebra I

Topics from the theory of groups. Offered in alternate years. *Prerequisites: Math 52 and 53.*

112. Abstract Algebra II

Rings and ideals, algebraic extensions of fields, and the Galois theory. Offered in alternate years. *Prerequisite: Math 111.*

113. Topology

Pertinent set theory. Topological spaces, continuous functions, product spaces. Separability and compactness. Metric spaces and metric topologies. Offered in alternate years. *Prerequisite: Math 52 or 53 or 102.*

122. Probability and Statistics I

Kolmogorov's axioms; conditional probability; independence; random variables; discrete and continuous probability distributions; expectation; moment-generating functions; weak law of large numbers; central limit theorem. *Prerequisite: Math 21.*

123. Probability and Statistics II

Estimation and hypothesis testing. Maximum likelihood estimation, likelihood ratio tests, and sampling from the normal distribution. Applications. *Prerequisite: Math 122.*

133. Logic and Foundations

Deductive theories. Theories and models. Consistency, completeness, decidability. Theory of models. Cardinality of models.

Some related topics of metamathematics and foundations. Open to upper-division science and mathematics students and to philosophy majors having sufficient logical background. Offered in alternate years. *Prerequisite: Math 32 or equivalent.*

134. Set Theory

Naive set theory. Cardinal and ordinal arithmetic. Axiom of choice and continuum hypothesis. Axiomatic set theory. Offered in alternate years.

144. Partial Differential Equations

Special topics in higher mathematics useful in applications to the physical sciences, such as special functions of mathematical physics. Fourier series, partial differential equations, and boundary value problems. Offered in alternate years. *Prerequisite: Math 22.*

153. Intermediate Analysis I

Rigorous investigation of the real number system. Concepts of limit, continuity, differentiability of functions of one real variable, and theorems of differential and integral calculus. Offered in alternate years. *Prerequisite: Math 102.*

154. Intermediate Analysis II

Continuation of Mathematics 153. Offered in alternate years.

155. Ordinary Differential Equations

Existence and nature of solutions, oscillation theory, orthogonal functions, partial differential equations. Offered in alternate years. *Prerequisite: Math 102.*

161. Theory of Automata and Languages I

Classification of automata, formal languages, and grammars. Chomsky hierarchy. Representation of automata and grammars, BNF. Deterministic and nondeterministic finite state automata. Regular expressions and languages. Pushdown automata. Context-free languages. Offered in alternate years. *Prerequisites: Math 52 and 61 or equivalent.*

162. Theory of Automata and Languages II

Turing Machines. The Halting Problem. Universal Turing Machines. Undecidability. Normal forms and gramma transformations. Top-down and bottom up parsing and the relation to compilers LL and LR grammars. Selected topics (e.g., recursive functions, Gödel numbe Post correspondence problem). Offered in alternate years. *Prerequisite: Math 16*

163. Theory of Algorithms

Preliminaries: measuring work done by algorithms. Nonnumerical algorithms: searching, sorting, graph spanning and traversal, string matching. Numerical topics: polynomial and matrix arithmeti P and NP completeness. *Prerequisites: Math 51 or 52, and 61 or equivalent.* (Als listed as COEN 179.)

164. Computer Simulation

Techniques for generation of probability distributions. Computer models of queueing in inventory and scheduling. Simulation of economic systems. Monte Carlo methods for physical systems. Offered in alternate years. NCX†

165. Linear Programming

Algebraic background. Transportation problem. General simplex methods. Lin ar programming and theory of games. Numerical methods. Offered in alternat years.

166. Numerical Analysis

Numerical algorithms and techniques fo solving mathematical problems. Linear systems, integration, approximation of functions, solution of nonlinear equations. Analysis of errors involved in the various methods. Direct methods and iterative methods. (The ability to program in some scientific language is assumed.)

†Exempted from challenge

67. Switching Theory and Boolean Algebra

witching algebra and Boolean algebra. Minimization via Karnaugh maps and)uine-McCluskey, state compatability nd equivalence. Machine minimization. 'aults. State identification, finite memo- y, definiteness, information losslessness.)ffered in alternate years.

68. Computer Graphics

ystematic and comprehensive overview f interactive computer graphics such as ıathematical techniques for picture ansformations and curve and surface pproximations. *Math 53 recommended ut not required.*

69. Programming Languages

omparative study of major classes of rogramming languages. Introduction to ıeoretical definitions of languages and un-time concerns, with emphasis on ood points and deficiencies of various ınguages and on using the appropriate ınguage for a given task. Programs ritten in several languages, e.g., FOR- RAN, LISP, SNOBOL, COBOL, C, ath-Pascal. Offered in alternate years.

70. Development of Mathematics

selection of mathematical concepts ith their historical context. *Prerequisite: pper-division standing in a science ıajor.*

72. Problem Solving

Jse of induction, analogy, and other chniques in solving mathematical roblems. Offered in alternate years.

74. Differential Geometry

ıtroduction to curves and surfaces. Dif- erential forms, Frenet formulas, frame fields, and differentiation on surfaces. Offered in alternate years. *Prerequisite: Math 53.*

175. Theory of Numbers

Fundamental theorems on divisibility, primes, congruences. Number theoretic functions. Diophantine equations. Quadratic residues. Partitions. Offered in alternate years.

176. Combinatorics

Permutations and combinations, generating functions, recursion relations, and a selection of topics from combinatorial geometry, graph enumeration, and Pólya counting theorem.

177. Graph Theory

Selected topics from planarity, connectedness, trees (enumeration), digraphs, graph algorithms, and networks. Offered in alternate years.

190. Upper-Division Seminars

Advanced topics in algebra, geometry, or analysis. Research projects.

196. Advanced Topics

Offered each year in an advanced area of mathematics not ordinarily covered in the regularly offered courses. Often an area of current interest.

199. Independent Study

Reading and investigation for superior students under the direction of a staff member. This can be used only to extend, not to duplicate, the content of other courses.

DEPARTMENT OF MODERN LANGUAGES AND LITERATURES

Professors: Francisco Jiménez, Victor B. Vari
Associate Professors: Cedric U. Busette, Catherine R. Montfort, Helen E. Moritz *(Chair),* Andrew I. Rematore, Tonia Caterina Riviel K-G Seely, Christian L. van den Berghe
Assistant Professors: Rose Marie Beebe, Elena M. De Costa, Maryellen Toman Mori, Gudrun Tabbert-Jones
Research Affiliate: Verónica González-Mena LoCoco
Phil and Bobbie Sanfilippo Professor: Francisco Jiménez
Harold and Edythe Toso Professor: Victor B. Vari

The Bachelor of Arts degree in French, German, Italian, or Spanish is design to aid students in achieving proficiency in both the oral and written langua The program also aims at providing students with an understanding of t experiences, values, and traditions of those peoples whose languages are stu ied. Courses range from beginning language to linguistics, from an introducti to literary texts to advanced courses in literature and culture.

Courses are also offered in Chinese and Japanese. Academic minors a available in French, German, Italian, Japanese, and Spanish.

REQUIREMENTS FOR MAJOR AND MINOR

In addition to University and College requirements for the Bachelor of A degree and such lower-division courses as the individual candidate may nee each major must complete a minimum of 40 quarter units of work in upp division courses in French, German, Italian, or Spanish language, literatu and culture. Each major program requires completion of Language 100 and 1 or the equivalent as prerequisites to more advanced courses. All major pr grams must be approved by the student's faculty adviser.

Minors in French, German, Italian, Japanese, and Spanish must compl the lower-division courses needed to attain upper-division standing and minimum of an additional 19 quarter units of upper-division work in the sa foreign language, including courses 100 and 101. (For the Japanese min course 102 is also required; one upper-division course taught in English may included.) With department approval, students proficient in the foreign la guage may substitute other courses for 100 and 101 (in Japanese, for 102 well). At least 10 upper-division units must be taught by Santa Clara Univers faculty, and the student must achieve a minimum 2.0 grade point average in t upper-division courses.

SINGLE-SUBJECT WAIVER PROGRAM

The state of California requires that all students seeking a credential to tea French, German, or Spanish in California public secondary schools, in additi to completing a fifth year of studies and student teaching, pass the Natio Teacher Examination or complete a state-approved program of studies in t subject.

The Department of Modern Languages offers courses that satisfy the requirements of the state of California Single-Subject Credential program for secondary school teachers. The waiver degree program requires the same courses as the major, but with some additional restrictions in subject area and some additional course work. For the specific requirements, consult the introductory statements to the course listings in those languages.

HIGH SCHOOL CREDIT AND PLACEMENT

The Department of Modern Languages recommends the following formula for students who wish to continue a language studied in high school. Those who have had two years of language should enter Language 2; those with four years of language should enter Language 22; those with three years of language should consult the language faculty. Students whose language background is inadequate to permit following the above formula may be permitted to enter lower-numbered courses for credit after consultation with a member of the language faculty.

Students having the necessary proficiency, as demonstrated by an interview with a member of the language faculty, may enroll in higher-numbered courses than those of the placement formula. Once proficiency has been established, lower-division students may enroll in upper-division courses with the permission of the instructor. Such courses will be counted as fulfilling major requirements.

COURSES EXEMPTED FROM CHALLENGE

Courses numbered 1 through 102 are not open to challenge.

MEDIA LABORATORY

Throughout lower-division courses, and in such upper-division work as the instructor may specify, students are required to use the facilities of the media laboratory to increase their language skills. Students may establish their own attendance schedule.

CONVERSATION GROUPS

As an adjunct to intermediate and advanced courses, the department offers students the opportunity to participate in small conversation groups of five or six students, under the direction of a native speaker or an advanced major. Those interested in such activities should consult individual language teachers for further details.

CHINESE

(See general statement, pages 106–107.)

COURSE DESCRIPTIONS

1. Elementary Chinese I

Development of skills in speaking Mandarin; reading and writing Chinese. Language laboratory required.

2. Elementary Chinese II

Continuation of Chinese 1.

3. Elementary Chinese III

Completion of elementary Chinese.

21. Intermediate Chinese I

Review of grammar; development of skills in reading, writing, and speaking. Aspects of Chinese culture. Language laboratory required. *Prerequisite: Chines 3 or equivalent.*

22. Intermediate Chinese II

Composition and usage of idioms emph sized. Study of Chinese culture expande Language laboratory required. *Prerequisite: Chinese 21 or equivalent.*

FRENCH

(See general statement, pages 106–107.)

Bachelor of Arts in French (French major)

The major program consists of a minimum of 40 quarter units of uppe division work in French, including French 101 (Advanced French II) or i equivalent, and French 185 (French Applied Linguistics) or its equivalent, approved by the student's major adviser. Recommended electives incluc courses in French or European history, comparative literature, art history, an additional work in linguistics.

French Waiver Program (for prospective teachers only)

Coordinator: Dr. Christian van den Berghe

Requirements

1. French 1, 2, 3, 21, and 22 (or equivalent)
2. 45 quarter units of upper-division French including
   a. French 100, 101, 110, 111, and 185
   b. At least 20 quarter units in French literature (Two courses are recon mended from course offerings on seventeenth-, nineteenth-, or twent eth-century literature.)
   Note: Although French 199 (Directed Reading) may be counted t ward the French major, it does not fulfill any of the requirements *f this program.*
3. Two courses in European and/or French history
4. One course in history of art that includes a focus on French artists

Recommended Electives

1. French 106, 107, 172; Education 98/198.02; Psychology 187 (Developmental Psychology); English 101 (Linguistics), and 180 (Writing for Teachers)
2. Although not required, experience or study abroad in Paris or Nantes (IES) is encouraged and recommended (see Studies Abroad, page 222).

Waiver program students are expected to maintain a 3.0 grade point average in the French major and a cumulative grade point average of 2.75. Each student's oral proficiency in the French language will be assessed by a designated member of the French faculty, regardless of the individual's grade point average or course work completed.

COURSE DESCRIPTIONS

1. Elementary French I

Development of skills in understanding, speaking, reading, and writing French. Language laboratory required.

2. Elementary French II

Continuation of French 1.

3. Elementary French III

Completion of elementary French.

21. Intermediate French I

Review of spoken and written French. Readings in original prose. *Prerequisite: French 3 or equivalent.*

22. Intermediate French II

Continued review of the French language. Discussions of readings (short stories, novellas, and/or plays).

100. Advanced French I

Intensive grammar, speaking, and composition. Research projects and/or participation in theatricals. Required of all majors.

101. Advanced French II

Introduction to literary analysis in poetry, prose, and drama. Required of all majors. (May be taken concurrently with certain other upper-division courses.)

106. Advanced French Conversation

Intensive work stressing the single skill of French conversation in everyday situations. No auditors. *Prerequisites: French 22 or 100 and permission of instructor in advance of registration.* NCX†

107. Contemporary French Media

Conversations based on current events in French-speaking countries. An analysis of French-language media (print, television, radio). No unofficial auditors. *Prerequisite: French 100 or 106.* NCX†

108. French Business Culture and Institutions

Basic French business terminology and practices. Business letter writing emphasized. Examination of French business institutions (agriculture, finance, advertising, transportation, etc.). Special emphasis on understanding the underlying cultural mores that make French business different from U.S. business.

110. Culture and Civilization I

Cultural, political, economic, artistic, educational, and social aspects of France.

†Exempted from challenge

111. Culture and Civilization II

Cultural, political, economic, educational, and social aspects of French-speaking societies outside of France: Belgium, Luxembourg, Monaco, Québec, Switzerland, French-speaking Africa, etc. Cross-cultural comparative approaches. May be taken independently from French 110.

120. Moyen Age

Epic, lyric, and courtly literature of medieval France: Roland, *l'amour courtois* and the Troubadours, Chrétien de Troyes, *Tristan et Iseut,* Artur, the early theatre.

130. Sixteenth Century

La Renaissance: readings in Rabelais, the Pléiade poets, and Montaigne.

140. Seventeenth Century

Le Grand Siècle: evolution of literary and philosophical currents. Emphasis on Corneille, Racine, Molière, La Fontaine, Descartes, Pascal, etc.

150. Eighteenth Century

Le Siècle des lumières: studies in the literature and thought of the Age of Enlightenment. Emphasis on Montesquieu, Voltaire, Diderot, and Rousseau.

160. Nineteenth Century I

Romantic literature: prose and poetry (Chateaubriand, Stendhal, Lamartine, Hugo, Balzac, Vigny, etc.).

161. Nineteenth Century II

Realist, Naturalist, and Symbolist literature (Baudelaire, Flaubert, Zola, Mallarmé, etc.).

170. Twentieth Century I

Writings of *la belle époque* and *entre deux guerres* (Proust, Gide, Apollinaire, Dada, Surrealism, etc.).

171. Twentieth Century II

The *engagée* literature, the Anti-theatre, the New Novel, and current directions (Anouilh, Sartre, Camus, Ionesco, Robbe Grillet, Tournier, etc.).

172. Cinema

Origins and development of the art of film in France. Not a film-making course Evolution of cinematic theory and technique as exemplified in the feature films of individual directors. Weekly screenings with discussions, analyses, and *travaux pratiques.* No unofficial auditors.

180. Seminars

Variable topics in culture, literature, and film. May be retaken for credit.

182. Women in French Literature: Authors and Characters‡

Outstanding French women writers from the Middle Ages to the present time (Marie de France, Madame de Lafayette, George Sand, Colette, Marguerite Duras, Simone de Beauvoir).

185. French Applied Linguistics

Aspects of modern French linguistics (phonology, phonetics, morphology, syntax). Contrastive analysis. Required of al majors and prospective French teachers.

198. Directed Study

Individually designed programs of advanced study. Restricted to seniors who are declared French majors or minors and who find themselves in special circumstances. May be taken only once. Courses exempted from challenge may not be taken as Directed Study. Written course outline must be approved by instructor and department chair in advance of registration. (1–3 units)

199. Directed Reading

Individually designed programs of advanced readings. Written permission of the instructor and department chair is required in advance of registration.

‡Course included in Women's Studies program

GERMAN

(See general statement, page 106–107.)

Bachelor of Arts in German (German major)

The major program consists of 40 quarter units of upper-division work in German. All major programs must be approved by the student's faculty adviser. Recommended elective courses include English 101 (Linguistics), English 102 (Theories of Modern Grammar), and History 128 or 129 (Germany).

German Waiver Program (for prospective teachers only)

Coordinator: Dr. Gudrun Tabbert-Jones

Requirements

1. German 1, 2, 3 or 5, 21, and 22 (or equivalent)
2. 45 quarter units of upper-division German including
   a. German 100, 101, 110 or 111, and 175
   b. At least 20 quarter units in German literature (German 199 may be taken only once to satisfy a waiver program requirement.)
3. Two courses in European and/or German history
4. One course in history of the English language, English linguistics, or modern English grammar

Recommended Electives

1. Education 98/198.02; Education 119; Psychology 187 (Developmental Psychology); English 180 (Writing for Teachers); European art history; English, American, or comparative literature
2. Although not required, experience or study abroad in Freiburg, Germany, or Vienna, Austria (IES), is encouraged and recommended (see Studies Abroad, page 222).

Waiver program students are expected to maintain a 3.0 grade point average in the German major and a cumulative grade point average of 2.75. Each student's proficiency in the German language will be assessed by designated members of the German faculty to determine any need for further language training.

COURSE DESCRIPTIONS

. *Elementary German I*

Development of skills in understanding, speaking, reading, and writing modern German. Cultural information on the German-speaking countries. Language laboratory required.

2. Elementary German II

Continuation of German 1.

3. Elementary German III

Completion of elementary German.

5. German for Reading Knowledge

Alternate to German 3 leading to the reading of scholarly articles partially in the student's particular field of study. *Prerequisite: German 2 or equivalent.*

21. Intermediate German I

Systematic review of German grammar, short stories, or essays on culture and civilization. Progressive exercises in conversation.

22. Intermediate German II

Continuation of German 21. Accelerated readings, conversation, and writing.

100. Advanced German I

Advanced reading, composition, and conversation. Emphasis on conversation and career-oriented language. Required of all majors.

101. Advanced German II

Reading of literary texts, composition, and discussion. Required of all majors. Completion or equivalent knowledge admits students to higher-numbered courses.

110. History of German Civilization

Cultural history of the German-speaking countries from earliest times to 1945.

111. Contemporary German Civilization

Geography, culture, education, politics, and the economy in the German-speaking countries since 1945.

130. The Classical Age

Major works by Goethe and Schiller.

140. Nineteenth-Century Romanticism

Philosophy of the Romantics. German fairy tale. Selected works by Kleist, Eichendorff, Heine, and Wagner.

141. Nineteenth-Century Realism

Works by Büchner, Hebbel, Fontane, Marx, and Hauptmann.

150. Twentieth-Century Novel

Works by Kafka, Hesse, Thomas Mann, Christa Wolf, Böll, and others.

151. Twentieth-Century Drama

Plays by Brecht, Borchert, Frisch, and Dürrenmatt and Brecht's theoretical writings.

160. The German Novelle

Characteristic features of the *Novelle* as opposed to *Roman* and *Erzählung.* Examples from Theodor Storm to Thomas Mann.

161. Survey of Lyric Poetry

Introduction to the analysis of poetry. Numerous examples from all German literary periods beginning with 1600.

175. German Applied Linguistics

Modern German linguistics. Emphasis o phonology, phonetics, and contrastive analysis of German and English.

180. Special Topics

Variable topics in culture and literature. May be retaken for credit.

182. Women in German Literature: Authors and Characters‡

Works by and about German women. Authors studied include Droste-Hulshof Böll, Wolf, and Handke.

198. Directed Study

Individually designed programs of advanced study. Restricted to seniors who

‡Course included in Women's Studies program

re declared German majors or minors nd who find themselves in special ircumstances. May be taken only once. ourses exempted from challenge may ot be taken as Directed Study. Written ourse outline must be approved by nstructor and department chair in ad- ance of registration. (1–3 units)

199. Directed Reading

Individually designed programs of advanced readings. Written permission of the instructor and department chair is required in advance of registration.

Literature in Translation

Note: Courses in literature in translation cannot be used to fulfill the foreign-language requirement.

15. German Literature in English Translation

eading and analysis of masterpieces of erman literature written between 1750 and 1970. Selection dependent upon available translations.

TALIAN

See general statement, pages 106–107.)

achelor of Arts in Italian (Italian major)

The major program includes a minimum of 40 quarter units of upper-ivision work in Italian. All major programs must be approved by the student's aculty adviser. Recommended electives include courses in mythology, com-arative literature, and Renaissance history.

COURSE DESCRIPTIONS

. *Elementary Italian I*

evelopment of skills in understanding, peaking, reading, and writing modern alian. Language laboratory required.

. *Elementary Italian II*

ontinuation of Italian 1.

. *Elementary Italian III*

ompletion of elementary Italian.

1. Intermediate Italian I

eview of fundamentals of spoken and ritten Italian. Progressive readings re-ecting Italian culture and values. Pro-ressive exercises in conversation and omposition. *Prerequisite: Italian 3 or quivalent.*

22. Intermediate Italian II

Continuation of Italian 21.

100. Advanced Italian I

Composition, reading, and conversation. Required of all majors. *Prerequisite: Italian 22.*

101. Advanced Italian II

Continuation of Italian 100. Required of all majors.

110. Italian Civilization I

Fundamental aspects of Italian history, art, and culture from their origins to the *seicento.*

111. Italian Civilization II

Continuation of Italian 110. May be taken independently. From the *settecento* to the present.

112. Survey of Italian Culture and Civilization

Highlights of Italian history, geography, art, music, and culture from their origins to the present. Summer course, offered *only* in Assisi, Italy.

120. Survey of Italian Literature I

From its origin to the *seicento.*

121. Survey of Italian Literature II

From the *settecento* to the present.

130. Dante, La Divina Commedia I

Inferno and *Purgatorio.*

131. Dante, La Divina Commedia II

Purgatorio and *Paradiso.*

140. Duecento, Trecento

Emphasis on Dante's minor works. Petrarch's poetry, and Boccaccio's *Decameron.*

150. Quattrocento, Cinquecento (Rinascimento)

Important trends in the literary masterpieces of the Renaissance. Significant works of Ariosto, Tasso, Leonardo, Machiavelli, Lorenzo de Medici, Poliziano, Castiglione.

160. Settecento

Salient works of Vico, Goldoni, Parini, and Alfieri.

170. Ottocento, I Promessi Sposi

The works of Foscolo, Leopardi, Manzoni's poetry. Carducci, Pascoli, and Verga will be discussed.

180. Novecento

Italian literature of the twentieth century. Main trends in poetry, drama, and the novel from Pirandello to the present.

182. Twentieth-Century Italian Women Writers‡

Critical analysis of major works by leading women writers and the changing role of women in twentieth-century Italian society: Grazia Deledda, Sibilla Aleramo, Elsa Morante, Natalia Ginzburg, Oriana Fallaci, Maria Bellonci, Giuliana Morandini, Dacia Maraini, Laudomia Bonanni, Lalla Romano.

198. Directed Study

Individually designed programs of advanced study. Restricted to seniors who are declared Italian majors or minors and who find themselves in special circumstances. May be taken only once. Courses exempted from challenge may not be taken as Directed Study. Written course outline must be approved by instructor and department chair in advance of registration. (1–3 units)

199. Directed Reading

Individually designed programs of advanced readings. Written permission of the instructor and department chair is required in advance of registration.

‡Course included in Women's Studies program

APANESE

(See general statement, pages 106–107.)

COURSE DESCRIPTIONS

Elementary Japanese I

evelopment of skills in understanding, eaking, reading, and writing modern panese. Language laboratory required.

Elementary Japanese II

ontinuation of Japanese 1.

Elementary Japanese III

ompletion of elementary Japanese.

1. Intermediate Japanese I

ew grammatical structures and addi- onal Chinese written characters. Pro- essive exercises to develop facility in nversation, reading, and composition. *erequisite: Japanese 3 or equivalent.*

2. Intermediate Japanese II

ontinuation of Japanese 21.

3. Intermediate Japanese III

ompletion of intermediate Japanese. *erequisite: Japanese 22.*

00. Advanced Japanese I

ontinued practice in using complex ammatical structures. Reading and dis- ssion of topics taken from a variety of sources. *Prerequisite: Japanese 23 or equivalent.*

101. Advanced Japanese II

Continuation of Japanese 100. *Prerequisite: Japanese 100 or equivalent.*

102. Advanced Japanese III

Continuation of Japanese 101. *Prerequisite: Japanese 101 or equivalent.*

198. Directed Study

Individually designed programs of advanced study. Restricted to seniors who are declared Japanese minors and who find themselves in special circumstances. May be taken only once. Courses exempted from challenge may not be taken as Directed Study. Written course outline must be approved by instructor and department chair in advance of registration. (1–3 units)

199. Directed Reading

Individually designed programs of advanced readings. Written permission of instructor and department chair required in advance of registration.

Literature in Translation

ote: These courses cannot be used to fulfill the foreign-language requirement. ne may be counted toward the Japanese minor.

25. Colloquium: Japanese Literature and Culture

opic varies. Study and discussion of lected themes in Japanese literature id culture. May be retaken for credit. CX†

140. Modern Japanese Literature in Translation

Major literary figures and trends from 1868 to the present. Particular attention to the interaction between traditional and modern social and literary values.

† xempted from challenge

182. Japanese Women's Literature in Translation‡

Introduction to representative works of fiction by major women writers. Traces the evolution of feminist consciousness these writings.

‡Course included in Women's Studies program

SPANISH

(See general statement, pages 106–107.)

Bachelor of Arts in Spanish (Spanish major)

The major program consists of a minimum of 40 quarter units of uppe division work in Spanish, including

1. Spanish 100 and 101 (Advanced Spanish I and II)
2. Spanish 175 (Spanish Applied Linguistics I)
3. At least one (but not more than three) from 120, 121, 130, 131
4. Additional electives in Spanish to total 40 units, chosen with the approv of the Spanish adviser (Every major program must include both Lat American and Spanish Peninsular literature or culture.)

Additional course limitations may apply, depending on career objective Courses in the history of Latin America and Spain are recommended.

Spanish Waiver Program (for prospective teachers only)

Coordinator: Dr. Andrew I. Rematore

Requirements

1. Spanish 1, 2, 3, 21, 22, and 23 (or equivalent)
2. 45 quarter units of upper-division Spanish including
   a. Spanish 100, 101, 133, 175, and 176
   b. At least 20 quarter units in Spanish language, literature, or cultur including some work in both Latin American and Peninsular liter ture and culture (Spanish 199 may be taken only once to satisfy waiver program requirement.)
3. Two courses in the history and culture of Hispanic civilization
4. One course in the history of art that includes Hispanic artists

Recommended Electives

1. Education 98/198.02, Psychology 187 (Developmental Psychology), E glish 180 (Writing for Teachers)
2. Although not required, experience or study abroad is encouraged a recommended (see Studies Abroad, page 222).

Waiver program students are expected to maintain a 3.0 grade point average in the Spanish major and a cumulative grade point average of at least 2.75. Prior to the senior year (or at the point of entry into the program if during the senior year), each student's proficiency in the writing of English and the writing and speaking of Spanish will be assessed by two or more designated members of the Spanish faculty to determine any need for further study in these areas.

COURSE DESCRIPTIONS

. *Elementary Spanish I*

Designed for those having no previous study of Spanish. Development of skills in understanding, speaking, reading, and writing modern Spanish, in that order. Development of an understanding of Hispanic culture.

. *Elementary Spanish II*

Continuation of Spanish 1.

. *Elementary Spanish III*

Completion of elementary Spanish.

1. Intermediate Spanish I

Review of fundamentals of spoken and written Spanish. Progressive readings reflecting Hispanic culture and values. Progressive exercises in conversation and composition. *Prerequisite: Spanish 3 or three years of high school Spanish.*

22. Intermediate Spanish II

Systematic development of skills in understanding, speaking, reading, and writing modern Spanish. Broadening awareness of Hispanic culture and values is developed together with discussion of literary works. *Prerequisite: Spanish 21 or four years of high school Spanish.*

23. Intermediate Spanish III

Completion of intermediate Spanish. *Prerequisite: Spanish 22 or equivalent.*

100. Advanced Spanish I

Composition and conversation. Continued development of reading. Required of all majors. *Prerequisite: Spanish 23.*

101. Advanced Spanish II

Continuation of Spanish 100. Introduction to literary analysis. Required of all majors. *Prerequisite: Spanish 100.*

Prerequisites: Completion of Spanish 100 and 101, or evidence of equivalent preparation, will admit students to higher-numbered courses.

03. Spanish Grammar and Composition

Intensive work in Spanish grammar and composition. Diagnostic-prescriptive approach based on analysis of the writing problems of enrolled students. *Can* be counted toward a minor; *cannot* be counted toward a major. *Prerequisite: Spanish 101 or equivalent.* NCX†

110. Advanced Spanish Conversation

Advanced work stressing the development of self-expression in Spanish. *Prerequisite: Spanish 101 or equivalent and permission of the instructor.* NCX†

112. Mexican Culture

Mexican literature, fine arts, history, and social developments, with particular attention to cultural values.

†Exempted from challenge

120. Major Works of Spanish Literature I

Readings in Spanish literature from the beginnings to the end of the seventeenth century.

121. Major Works of Spanish Literature II

Readings in Spanish literature of the eighteenth and nineteenth centuries. Continuation of Spanish 120. May be taken separately.

125. Colloquium: Spanish Literature and Culture

Topic varies. Study and discussion of selected themes in Spanish Peninsular literature and culture. May be retaken for credit. NCX†

126. Spanish Culture and Civilization

A survey of the history, geography, art, architecture, literature, music, and religion of Spain from prehistoric times through the eighteenth century.

130. Survey of Latin American Literature and Culture I

Latin American literature, fine arts, history, and social developments from the pre-Columbian period to 1888.

131. Survey of Latin American Literature and Culture II

Latin American literature, fine arts, history, and social developments from 1888 to present.

133. Mexican American Literature§

Reading, analysis, and discussion of Mexican American literature. Emphasis on the novel and short story.

135. Colloquium: Latin American Literature and Culture

Topic varies. Reading and discussion o selected themes in Latin American liter ture and culture. May be retaken for credit. NCX†

140. Modern Latin American Literature I

Reading, analysis, and discussion of th works of major Latin American writers the late nineteenth and early twentieth centuries, e.g., Gallegos, Barrios, Prado Romero, and others.

141. Modern Latin American Literature II

Reading, analysis, and discussion of th works of major Latin American writers the late nineteenth and early twentieth centuries. Emphasis on the novel.

145. Contemporary Latin American Literature I

Reading, analysis, and discussion of th works of major Latin American writers from 1946 to 1962. Carpentier, Yáñez, Fuentes, and others.

146. Contemporary Latin American Literature II

Reading, analysis, and discussion of th works of major Latin American writers the present. García Márquez, Vargas Llosa, and others.

150. Twentieth-Century Spanish Literature I

Major writers of Spain from 1898 to 1936. Particular emphasis on the Gene tion of 1898.

151. Twentieth-Century Spanish Literature II

Major writers of Spain from 1936 to th present.

†Exempted from challenge §Course included in Ethnic Studies program

'65. Cervantes: Don Quijote

Cervantes' masterpiece, as a reflection of Spanish society during the Spanish Empire, an exemplar of Baroque art and a synthesis and culmination of narrative prose.

'75. Spanish Applied Linguistics I

Introduction to the study of applied linguistics. Detailed scientific analysis of the phonology of modern Spanish. Contrastive analysis of Spanish and English sound systems. Required of all majors and of all prospective teachers of Spanish.

'76. Spanish Applied Linguistics II

Detailed scientific analysis of the morphology and syntax of modern Spanish. Contrastive analysis within the Spanish structure system and between the Spanish and English structure systems. *Prerequisite: Spanish 175.* Required of all prospective teachers of Spanish.

198. Directed Study

Individually designed programs of advanced study. Restricted to seniors who are declared Spanish majors or minors and who find themselves in special circumstances. May be taken only once. Courses exempted from challenge may not be taken as Directed Study. Written course outline must be approved by instructor and department chair in advance of registration. (1–3 units)

199. Directed Reading

Individually designed programs of advanced readings. Written permission of the instructor and department chair is required in advance of registration.

Literature in Translation

Note: Courses in literature in translation cannot be used as credit toward a Spanish major, minor, or foreign-language requirement.

'15. Twentieth-Century Mexican Literature in Translation

Reading, analysis, and discussion of outstanding works by modern and contemporary Mexican writers. Emphasis on the novel.

117. Latin American Literature in Translation

Reading, analysis, and discussion of works of leading Latin American writers. Emphasis on contemporary novelists of South America.

Modern Literature and Culture

Note: Knowledge of a foreign language is not necessary for the following comparative course. It cannot be used to fulfill a major or minor in a foreign language or to fulfill the foreign-language requirement.

'80. International Cinema

An interdisciplinary course treating film as a medium of cultural expression in China, England (or Australia or Canada), France, Germany, Italy, Japan, Latin America, USSR, and Spain.

MULTIDISCIPLINARY STUDIES

The program in Multidisciplinary Studies has been established to meet the needs of students who wish to design a course of studies with a multidisciplinary perspective. Two majors are included in the program: Individual Studies and Pre-teaching.

MULTIDISCIPLINARY/INDIVIDUAL STUDIES MAJOR

Students who wish to be admitted to the program as a candidate for t Bachelor of Arts or Bachelor of Science degree in Multidisciplinary Studi must

1. be a full-time student at Santa Clara for at least one year;
2. have fewer than 111 quarter units of academic work completed at t time of application;
3. have a minimum 3.0 grade point average;
4. submit a Petition for Admission to the program coordinator for revie and approval.

The student petition should include

1. a clear, logical, and concise statement of educational objectives;
2. a well-developed argument, supported by appropriate evidence, showi that no existing academic major can meet the student's education objectives;
3. a plan of study by academic quarter, listing courses, seminars, inter ships, etc., which corresponds to the student's educational objectives a fulfills the requirements of the University Curriculum.

The coordinator of the Multidisciplinary Studies program is Dr. Wito Krassowski, Department of Anthropology and Sociology.

PRE-TEACHING PROGRAMS

The College of Arts and Sciences offers programs (majors) for students wh are interested in teaching careers. For those interested in teaching at t elementary school level, the program or major is *Multidisciplinary Studies/Pr teaching;* for those interested in teaching at the secondary school level, t major is a departmental single-subject waiver program.

Multidiciplinary Studies/Pre-teaching

This major is designed for students interested in a career in elementa school teaching. It is approved by the California State Commission on Teach Credentialing as a waiver from the state subject-matter examination for t Multiple-Subject Credential. It consists of at least 136 quarter units divide almost equally among four broad curriculum areas: (1) English and commun cation, (2) mathematics and natural sciences, (3) social sciences, and (4) h manities and fine arts. The schedule of specific requirements may be obtain from the coordinator of Multidisciplinary Studies/Pre-teaching.

To qualify for a Multiple-Subject Teaching Credential, students must, addition to satisfying the requirements of Multidisciplinary Studies/Pre-teac ing, complete a year of graduate study in professional education, includi student teaching. Professional education is offered by the Division of Couns ing Psychology and Education.

Single-Subject Waiver Programs

These programs or majors are designed for students interested in a career in secondary school teaching. They are approved by the California State Commission on Teacher Credentialing as waivers from the state subject-matter examinations for the Single-Subject Credential. Santa Clara University has approved waiver programs in biology, chemistry, combined sciences, English, history, modern languages (French, German, Spanish), physics, and political science.

In the study areas with approved waiver programs — biology, chemistry, combined sciences, English, history, modern languages (French, German, Spanish) and political science — the waiver program requirements are essentially the same as the major, with some restrictions and differences. There is considerable difference between the physics waiver program and the major. For further information, consult the department in which the particular waiver program is offered; in particular, Dr. John Drahmann, the Department of Physics, and Dr. Joseph Deck, Department of Chemistry, for combined sciences; and Dr. Steven Fedder, Department of Chemistry, for chemistry.

To qualify for the Single-Subject Teaching Credential, students must, in addition to satisfying the requirements of an approved single-subject waiver program, complete a year of graduate study in professional education, including student teaching. Professional education is offered by the Division of Counseling Psychology and Education.

DEPARTMENT OF MUSIC

Professor: Roger T. Nyquist
Associate Professors: Hans C. Boepple, Nancy Wait Kromm, Lynn R. Shurtleff *(Chair)*
Artist-in-Residence: Henry Mollicone
Frank Sinatra Professor: Henry Mollicone

The Music Department offers major programs leading to a Bachelor of Arts degree or to a Bachelor of Music degree. The Bachelor of Arts degree is intended for those students desiring a liberal education with a music major. The Bachelor of Music degree is intended for students of high performance capability who are preparing for careers as performers.

In addition to courses designed for music majors, the department offers general courses of interest and cultural value to all University students who wish to become either trained performers or appreciative listeners. An academic minor is also available.

Santa Clara University is an accredited member of the National Association of Schools of Music.

REQUIREMENTS FOR MAJOR AND MINOR

Bachelor of Arts with a Major in Music

A student working toward a Bachelor of Arts degree in music, in addition t completing the University and College requirements, must earn a minimum 78 quarter units of credit in the department. The following courses must b included:

Music 51, 52, 53, 54, 55, 56, 57, 58, 59, 80, 150, 170, 171, 172, 173

Music majors must also pass proficiency exams in sight-singing and pian which are administered during the freshman and sophomore years. Studen must perform in an ensemble during each quarter they are in residence an meet minimum departmental standards in concert attendance quarterly. The also must receive private instruction in their area of specialty every quarte Failure to complete piano and sight-singing proficiencies by the end of th sophomore year may result in ineligibility to register for upper-division mus courses.

The minor in music requires completion of Music 51, 52, 53; two courses music history; 4 units of private instruction or ensemble; and one other 4- or unit music course for a total of at least 33 quarter units.

Bachelor of Music Degree

Entrance into the Bachelor of Music degree program occurs at the end of th sophomore year of study. To be accepted into the program, students mu successfully pass the Sophomore Hearing. This hearing consists of 30 minut of music prepared to performance quality presented to the music faculty in closed recital.

After acceptance to the degree program, the following requirements must b completed:

1. A total of at least 114 credits in music
2. All requirements for the Bachelor of Arts degree
3. Additional courses according to the specialty area:
   a. Conducting students
      Music 182, 199A, 199B, and three courses chosen from Music 17 175, 179, 183
   b. Composition students
      Music 151, 152, 153, 199D, and three courses chosen from Music 17 175, 179, 183
   c. Instrumental students
      Music 182, 199A, 199B, and three courses chosen from Music 17 175, 179, 183
   d. Organ students
      Music 176, 182, 199A, 199B, and two courses chosen from Music 15 174, 175, 179, 183, 186
   e. Piano students

Music 177, 182, 199A, 199B, and two courses chosen from Music 154, 174, 175, 179, 183, 185

f. Voice students
Music 178, 184, 187, 188, 189, 199A, 199B, and one course from Music 174, 175, 179, 183

PERFORMER'S CERTIFICATE

The faculty of the Music Department occasionally awards the Performer's Certificate, giving special recognition to excellence in musicality and technical proficiency as demonstrated through performance. All regularly enrolled University students are eligible. Details concerning procedures for awarding the Performer's Certificate are available in the Music Department office.

NATIONAL CHORAL STUDENT AWARD

The American Choral Directors' Association and the Department of Music provide a national award that can be given to an outstanding choral singer enrolled in the University. Continuous participation for two years in a departmental ensemble is a primary requirement. Additional criteria are available from the Department of Music.

APPLIED MUSIC

Private Instruction

Private instruction is available in applied music. One unit of credit is given per quarter. Upper-division students pursuing the Bachelor of Music degree receive 3 units of credit per quarter. (There is an extra fee for all Private Instruction 1 through 26 and 101 through 126 courses.) May be repeated for credit. Nine private lessons are given each quarter. Extensive individual practice is required. Open to nonmajors.

1/101. Organ

2/102. Harpsichord

3/103. Piano

4/104. Voice

5/105. Violin

6/106. Viola

7/107. Violoncello

8/108. Contrabass

9/109. Trumpet

10/110. Trombone

11/111. Tuba

12/112. Horn

13/113. Flute

14/114. Oboe

15/115. Clarinet

16/116. Bassoon

17/117. Saxophone

18/118. Percussion

19/119. Guitar

20/120. Special Instrument

21/121. Vocal Coaching

22/122. Recording Engineering

23/123. Private Instruction in Electronic Composition

24/124. Private Instruction in Composition

25/125. Private Instruction in Conducting

26/126. Private Instruction in Theory or History

199A. Junior Recital

199B. Senior Recital

199C. Senior Thesis in Theory

199D. Senior Thesis in Composition

199E. Directed Study

APPLIED MUSIC

Class Instruction

30. Beginning Piano Class

Classes limited to ten students. Instruction in rudiments of beginning and intermediate piano. May be repeated for credit. Open to nonmajors.

31. Beginning Guitar Class

Examination of essential elements required to play the guitar in the classical style, including fundamental principles of technique, sight-reading, pedagogic repertoire, history, and literature. Open to nonmajors.

32. Beginning Voice Class

Application of basic vocal techniques to develop singing facility. Open to nonmajors.

33. Intermediate Piano Class

Continuation of 30. Open to nonmajors. *Prerequisite: Music 30 or permission of instructor.*

34. Intermediate Guitar Class

Continuation of 31. Increased emphasis on the upper positions, technique, repertoire, and interpretation. Open to nonmajors. *Prerequisite: Music 31 or permission of instructor.*

35. Intermediate Voice Class

Continuation of 32. Open to nonmajors. *Prerequisite: Music 32 or permission of instructor.*

ENSEMBLE

Note: All ensemble courses are open to nonmajors and may be repeated for credit.

40/140. Jazz Ensemble

Open to selected students for preparation and performance of literature for stage and jazz ensembles. By audition only. (1 unit per quarter)

41/141. Santa Clara Chorale

Open to selected students for preparation and performance in concert of works of the significant choral literature. By audition only. (1 unit per quarter)

42/142. Renaissance Singers

Open to selected students for preparation and performance in concert of works of the significant choral chamber literature. By audition only. (1 unit per quarter)

43/143. Women's Chorus

Preparation and performance of vocal literature for treble voices. Open to nonmajors. (1 unit per quarter)

44/144. University Orchestra

Open to selected students for preparation and performance in concert of works of the significant orchestral literature. By audition only. (1 unit per quarter)

45/145. Guitar Ensemble

Open to selected students for preparation and performance of ensemble literature for classical guitar. (1 unit per quarter)

46/146. Instrumental Ensemble

Participation in an ensemble not included above. Open to selected students with permission of instructor. (1 unit per quarter)

47/147. Chamber Music

Open to selected students for work in rehearsal and performance of chamber music under direction of faculty. By permission of instructor only. (1 unit per quarter)

48/148. Accompanying

Supervised accompanying of recitals or chamber performances. By permission only. (1 unit per quarter)

MUSIC THEORY AND COMPOSITION

51. Musicianship I

Preparatory course for all theory instruction. Beginning sight-singing, melodic dictation, rhythmic dictation, harmonic dictation; extensive work in keyboard skills; beginning review of music literature and history. In addition to class attendance, students must attend Music at Midday lectures and specified concerts. Open to nonmajors.

52. Musicianship II

Continuation of Musicianship I. Open to nonmajors with permission of instructor. *Prerequisite:* Music 51.

53. Musicianship III

Continuation of Musicianship I. Open to nonmajors with permission of instructor. *Prerequisite: Music 52.*

54. Musicianship IV

Continuation of Musicianship I. Open to nonmajors with permission of instructor. *Prerequisite: Music 53.*

55. Musicianship V

Continuation of Musicianship I. Open to nonmajors with permission of instructor. *Prerequisite: Music 54.*

56. Musicianship VI

Continuation of Musicianship I. Open to nonmajors with permission of instructor. *Prerequisite: Music 55.*

57. Theory I

Basic terminologies and problems of notation, melody, rhythm, and harmony and their relationship to musical form. Lecture and drill in writing melodies and harmonies and in analysis. Open to nonmajors with permission of instructor.

58. Theory II

Continuation of Music 57. Open to nonmajors with permission of instructor. *Prerequisite: Music 57.*

59. Theory III

Continuation of Music 58. Open to nonmajors with permission of instructor. *Prerequisite: Music 58.*

*60. Theory IV**

Modulation and chromatic harmony. Analysis of standard classical forms. Must be taken concurrently with 61. Open to nonmajors with permission of instructor.

*61. Theory IV: Ear Training**

Must be taken concurrently with 60. Open to nonmajors with permission of instructor.

*62. Theory V: Tonal Counterpoint**

Analysis of eighteenth-century contrapuntal procedures and compositions; writing of inventions, chorale preludes, canons, and fugues. Emphasis on the styles of J. S. Bach. Must be taken concurrently with 63. Open to nonmajors with permission of instructor. *Prerequisite: Music 60.*

*63. Theory V: Ear Training**

Continuation of 61. Must be taken concurrently with 62. Open to nonmajors with permission of instructor. *Prerequisite: Music 61.*

64. Theory VI: Twentieth-Century Practice

Continuation of 62. Analysis of twentieth-century techniques: a study of serialism and its development. Must be taken concurrently with 65. Open to nonmajors with permission of instructor. *Prerequisite: Music 62.*

*65. Theory VI: Ear Training**

Continuation of 62. Must be taken concurrently with 64. Open to nonmajors with permission of instructor. *Prerequisite: Music 63.*

150. Orchestration/Conducting

Course is divided into two five-week segments. The first is devoted to basic techniques of instrumentation and orchestration; the second, to fundamentals of conducting, score reading, and rehearsal techniques.

151. Tonal Counterpoint

Analysis of eighteenth-century contrapuntal procedures and compositions; writing of inventions, chorale preludes, canons, and fugues. Emphasis on the styles of J. S. Bach. For theory and composition students only. *Prerequisite: Music 59.*

152. Modal Counterpoint

Sixteenth century. Analysis of contrapuntal procedures and representative compositions; writing of motets and masses. Emphasis on style of Palestrina. For music theory and composition students only. *Prerequisite: Music 59.*

153. Advanced Orchestration

Practical orchestration in all its applications. *Prerequisite: Music 150.*

*Courses fulfilling requirements for students entering the University prior to fall 1991

54. Advanced Keyboard Harmony and Music Reading Skills

ıtensive keyboard training in figured ıss, harmonizing a given soprano, mod- ulations to all keys, transposing, and open-score reading. Offered every other year. *Prerequisite: Music 59.*

MUSIC HISTORY AND LITERATURE

0. Introduction to Music

ow to listen to music; art of music and s materials; styles and musical forms; usic of the seventeenth through twenti- h centuries. Open to nonmajors. Pre- quisite to all music history and compos- classes in the Department of Music.

1. History of Popular American Music

xamination of music in America from ıe colonial period to the present, includ- g folk music, jazz, show music, and ck. Open to nonmajors.

2. History of Rock Music

ırvey of rock music from its beginnings the present. Emphasis on the artistic ıd sociological influences of rock on day's society. Open to nonmajors.

*3. Music of Antiquity Through the Renaissance**

istory of Western music from its begin- ngs through the sixteenth century. pen to nonmajors with permission of structor. *Prerequisite: Music 70.*

*4. Music of the Baroque Era**

istory of the important musical devel- ɔments from 1600 to 1750. Open to ɔnmajors with permission of instructor. *erequisite: Music 70.*

*5. Music of the Rococo and Classic Eras**

istory of the important musical devel- ɔments from 1725 to 1830. Open to ɔnmajors with permission of instructor. *erequisite: Music 70.*

170. Music History I: Antiquities Through 1750

History of Western music from its begin- nings through the Baroque era. Open to nonmajors with permission of instructor. *Prerequisite: Music 70.*

171. Music History II: 1750–1880

History of important musical develop- ments from the beginning of the Classic period through Wagner. Open to nonmajors with permission of instructor.

172. Music History III: 1865–Present

History of music from the Post-romantic movement to the present. Open to nonmajors with permission of instructor.

173. Literature Review/Analysis

Intensive review of orchestral, solo, and choral literature. Analysis of selected works. Emphasis on descriptive writing skills.

174. J. S. Bach

Life and works of Bach, with special emphasis on development of his musical style; detailed study of a selection of his chief works. Open to nonmajors. Offered every other year. *Prerequisite: Music 70.*

175. Beethoven

Life and works of Beethoven. Emphasis on development of his musical style. Analysis of representative works. Open to nonmajors. Offered every other year. *Prerequisite: Music 70.*

ourses fulfilling requirements for students entering the University prior to fall 1991

176. Organ Literature

Survey of the important organ literature from 1500 to the present. Offered every other year.

177. Piano Literature

Survey of the important piano literature from 1700 to the present. Offered every other year.

178. Vocal Literature

Survey of the important vocal literature from 1600 to present. Offered every other year.

179. Choral Literature

Sacred and secular choral music from th fifteenth century to the present. Offered every other year.

*180. Music of the Romantic Era**

History of the important musical developments from 1800 to 1900. Open to nonmajors with permission of instructo *Prerequisite: Music 70.*

*181. Music of the Twentieth Century**

History of the important musical developments from 1900 to the present. Oper to nonmajors with permission of instruc tor. *Prerequisite: Music 70.*

CONDUCTING AND TECHNIQUES

80. Eurhythmics

Jaques-Dalcroze system. Special application of this system using a wide gamut of musical literature. *Prerequisite: Music 70 or 57.*

81. Techniques of Musical Auditions

A practical workshop covering all aspects of auditioning for musical theatre and opera. Students prepare and perform materials for audition. Open to nonmajors. (Also listed as Theatre and Dance 68.)

182. Performance Practice Problems Since 1600

Styles of solo and ensemble performance of instrumental and vocal music from Baroque to the present. Changing aspects of medium, tempo, rhythm, dynamics, phrasing, ornamentation, articulation, temperament, etc.

183. Music Criticism

Problems, principles, and procedures of descriptive and critical analysis and synthesis; relationship of language to description and criticism.

184. Vocal Pedagogy

Techniques and materials of vocal teaching.

185. Piano Pedagogy

Techniques and materials of piano teaching.

186. Organ Pedagogy

Techniques and materials of organ teaching.

187. Diction: English and Italian

Drills and class performance using the International Phonetic Alphabet.

188. Diction: French

Drills and class performance using the International Phonetic Alphabet.

189. Diction: German

Drills and class performance using the International Phonetic Alphabet.

*Courses fulfilling requirements for students entering the University prior to fall 1991

191. Seminar in Arts Administration
Multidisciplinary studies in the problems of art administration. (Also listed as Theatre and Dance 191.)

192. Practicum in Arts Administration
Reserved for projects with recognized institutions outside the University. Written proposals must be approved by instructor and department chair one week prior to registration.

DEPARTMENT OF PHILOSOPHY

Professors: Peter A. Facione, James W. Felt, S.J., Manuel G. Velasquez
Associate Professors: Philip J. Kain *(Chair)*, William A. Parent, William J. Prior, Carol J. White
Assistant Professors: Christopher B. Kulp, Michael J. Meyer, Elizabeth S. Radcliffe
Austin J. Fagothey, S.J., Professor: Gerald A. McCool, S.J.
Charles J. Dirksen Professor of Business Ethics: Manuel G. Velasquez

Philosophy inquires directly into the relation of the human person to the world: what we are, how we know, what values are, how we live humanly. Worth pursuing for its own sake, philosophical inquiry also promotes analytical thinking and precise expression and thus is excellent undergraduate preparation for a number of professional careers, such as law, government, writing, social work, and computer programing.

REQUIREMENTS FOR MAJOR AND MINOR

Students choosing philosophy as their major, in addition to the general requirements for the University and for the Bachelor of Arts degree in the College of Arts and Sciences, must complete at least twelve philosophy courses including the following:

1. Four lower-division courses: Philosophy 11, 12, and 13 (Western Culture sequence) and Philosophy 25 or 27 (Logic). Philosophy majors should complete at least 11, 12, and 25 or 27 before enrolling in any upper-division philosophy courses.
2. Eight upper-division classes including four classes distributed as follows:
   a. Two historical courses selected from the following four periods: Ancient Philosophy (131); Medieval Philosophy (132); Modern Philosophy (133); and Contemporary Philosophy, which includes Existentialism (126), Analytic Philosophy (139), and Contemporary European Philosophy (170)
   b. One course in ethical theory selected from Classic Issues in Ethics (114), Political Philosophy and Ethics (115), Marx and Ethics (116), or Ethical Theory (137)
   c. One course in either Metaphysics (135) or Theory of Knowledge (136)

The minor in philosophy requires completion of Philosophy 11 and 12; 25 o 27; and any four upper-division courses. Philosophy 13 may be substituted fo one upper-division course.

HONORS PROGRAM

The Honors Program in Philosophy provides encouragement for superio students to qualify themselves for graduate work in philosophy or some oth field. Applicants may be admitted to this program by the chair. Intereste students should inquire for particulars at the office of the department chair.

INTRODUCTORY-LEVEL COURSES

General Introduction

1. Introduction to Philosophy

Introduction to philosophy. Consideration of the problems raised in at least three major areas: ethics, metaphysics, and epistemology. Recommended as a beginning course in philosophy.

2. Introduction to Ethics

Consideration of the traditional theoretical questions posed in moral philosophy: standards that determine the morality of an action, the motives and consequences of an act, the good life. Authors studied may include Plato, Aristotle, Aquinas, Bentham, Mill, Kant. Satisfies ethics requirement for the bachelor's degree in all undergraduate colleges.

5. Ethical Issues in Society

Formal inquiry into normative ethics. Special attention to general ethical principles and to the practical application of these principles to current ethical issues in society. Topics may include the concepts of freedom, obligation, value, rights, justice, virtue, and moral responsibility, as applied to issues like abortion, punishment, economic distribution, racial and sexual discrimination, sexuality, political obligation, nuclear war, and pornography. Satisfies ethics requirement for the bachelor's degree in all undergraduate colleges.

6. Ethical Issues in Business

Formal inquiry into normative ethics. Special attention to general ethical princ ples and the application of these principles to current moral issues in business. Topics may include truth in advertising, corporate social responsibility, affirmative action, capitalism, government regu lation, quality of work-life, environmental and resource issues, and ethical code of conduct. Satisfies ethics requirement for the bachelor's degree in all undergra uate colleges.

7. Ethical Issues in Medicine

Formal inquiry into normative ethics. Special attention to general ethical prin ples and the application of these principles to current moral issues in medicine and the health sciences. Topics may include the definition of death, informe consent, distribution of health care, euthanasia, genetic manipulation, artificia conception, prolongation of life, and organ transplants. Satisfies ethics requi ment for bachelor's degree in all undergraduate colleges.

8. Ethical Issues in Politics

Formal inquiry into normative ethics. Emphasis on moral issues in politics an public policy. Topics include the concepts of rights, justice, dignity, equality, personhood, desert, retributivism, and utility. Issues discussed may include

iscrimination and preferential treatment, capital punishment, abortion, pornography and censorship, sexual equality, world hunger, and animal rights. Satisfies ethics requirement for bachelor's degree in all undergraduate colleges.

Western Culture Sequence

1. Western Culture: Philosophy I, Classical & Medieval

eginnings of Western philosophy. Representative writers of the Greek and edieval traditions, with attention to eir historical and literary milieu and eir relevance to contemporary thought. Vith Philosophy 12 and 13, satisfies Vestern Culture sequence requirement or the bachelor's degree in all undergradate colleges.

2. Western Culture: Philosophy II, Early Modern

rincipal fashioners of the modern mind. eventeenth- and eighteenth-century phisophers studied in the historical and literary context of their times. Their impact on the present. With Philosophy 11 and 13, satisfies Western Culture sequence requirement for the bachelor's degree in all undergraduate colleges.

13. Western Culture: Philosophy III, Modern & Contemporary

Introduction to the closer roots of modern thinking, from the critical revolution of Kant to some of the dominant currents of the twentieth century. With Philosophy 11 and 12, satisfies Western Culture sequence requirement for the bachelor's degree in all undergraduate colleges. *Prerequisite: Philosophy 12 strongly recommended.*

Courses for Special Interests

5. Informal Logic

ntroduction to the art of logical reasoning. Emphasis on the ability to recognize ommon fallacies of argumentation.

7. Introduction to Formal Logic

ntroduction to the study of deductive nference, including traditional and modrn techniques.

31. Christian Philosophy

Interface of Christianity and philosophy. Consideration of topics of interest to theology and philosophy in their respective understanding of human experience.

INTERMEDIATE-LEVEL COURSES

lormal prerequisite for non-Ethics courses: at least one Introductory-Level ourse

10. Ethics in the Health Professions

ormal inquiry into applied ethics. Emhasis on moral issues encountered by embers of the health professions. Tops may include the formulation of prossional ethical standards and the examiation of moral dilemmas in medicine, sychological counseling, and other areas f health care. Satisfies ethics requirement for the bachelor's degree in all ndergraduate colleges.

112. Ethics in Management

Formal inquiry into applied ethics. Emphasis on moral issues encountered by managers. Topics may include the role of ethical principles in business and ethical dilemmas raised by the management and administration of business organizations such as conflicts of interest, organizational politics, commercial bribery, whistleblowing, labor-management conflicts,

and consumerism. Satisfies ethics requirement for the bachelor's degree in all undergraduate colleges.

113. Ethics in the Law

Formal inquiry into applied ethics. Emphasis on important issues in the formation and the practice of law. Topics may include the relationship between legal and moral obligation, moral principles underlying the law, and the nature of legal reasoning. Satisfies ethics requirement for the bachelor's degree in all undergraduate colleges.

114. Classic Issues in Ethics

Exploration of the fundamental questions of ethics through close study of some of the great works of moral philosophy such as Plato's *Republic*, Aristotle's *Nicomachean Ethics*, Kant's *Groundwork*, and Mill's *Utilitarianism. Prerequisite: upper-division standing.* Satisfies ethics requirement for the bachelor's degree in all undergraduate colleges.

115. Political Philosophy and Ethics

Moral issues in political philosophy, especially traditional ethical justifications for political authority. Topics may include theories of political authorization and contract theory, rights, liberty, equality, justice, community, revolution, civil disobedience, and others. Satisfies ethics requirement for bachelor's degree in all undergraduate colleges. *Prerequisite: upper-division standing.*

116. Marx and Ethics

Examination of Marx's ethical thought in the context of traditional ethical theory (Aristotle, Kant) and in relationship to his political views and philosophy of history. Topics may include alienation, the human essence, the individual, community, needs, freedom, equality, rights, and justice. Satisfies ethics requirement for the bachelor's degree in all undergraduate colleges.

117. Science, Technology, and Ethi

Investigation of the religious and ethica significance of the impact of technology on society. Satisfies ethics requirement for the bachelor's degree in all undergra uate colleges. (Also listed as Religious Studies 117.)

120. Philosophy and the Sexes

Philosophical examination of theories o sex differences and relationships betwe the sexes in the past, the present, and possible futures. Readings from traditio al and contemporary sources.

121. God and Philosophy

Philosophical inquiry, based on both classical and contemporary views, as to whether the existence of God can be rationally demonstrated, whether it is compatible with evil, how human being relate to God, the nature of faith, and t nature of religious language.

126. Existentialism

General introduction to existentialism its analysis of the basic structures of human existence, particularly freedom, and in its major thinkers. *Prerequisite: Philosophy 12 or permission of instructo*

127. Lonergan

Examination of the work of the contem porary philosopher Bernard Lonergan and his attempt to find a new foundatio for the traditional branches of philosop and the natural and social sciences. (Al listed as Religious Studies 192.)

130. Symbolic Logic

Study of various topics in modern sym bolic logic. *Prerequisite: Philosophy 27 permission of instructor.*

131. Ancient Philosophy

Study of one major philosopher or phil sophical issue (such as substance, causa tion, or virtue) from the ancient period Specific variations include 131a (Socra tes), 131b (Plato), and 131c (Aristotle). *Prerequisite: Philosophy 11.*

32. Medieval Philosophy

udy of one major philosopher or philo-phical issue (such as universals, exis-nce and the nature of God, or free will) om the medieval period. Specific varia-ons include 132a (Augustine) and 132b quinas). *Prerequisite: Philosophy 11.*

33. Modern Philosophy

udy of one major philosopher or issue uch as mind and body, skepticism and owledge, or causation) from the mod-n period. Specific variations include 33a (Hume), 133b (Kant), and 133c Hegel). *Prerequisite: Philosophy 12.*

35. Metaphysics

xamination of major issues in meta-ysics. Topics may include the nature d possibility of metaphysics, free will d determinism, the mind/body prob-m, personal identity, and metaphysical sues arising in science. *Prerequisites: ilosophy 11, 12, and 25 or 27.*

36. Theory of Knowledge

xamination of major issues in the theory knowledge. Topics may include justifi-tion of belief, a priori knowledge, rception, and theories of truth. *Prereq-sites: Philosophy 12 and 25 or 27.*

37. Ethical Theory

xamination of major philosophers or sues in moral and social philosophy. Topics may include dignity, moral rights and obligations, justice, moral relativism, virtue, the good, and happiness. *Prerequisite: Philosophy 25 or 27.*

139. Analytic Philosophy

Examination of the major current in twentieth-century Anglo-American philosophy. Philosophers studied may include Frege, Russell, Carnap, Moore, Wittgenstein, and Austin; movements may include logical positivism and ordinary-language philosophy. *Prerequisites: Philosophy 12, and 25 or 27.*

140. Ethics and Warfare

Historical and contemporary approaches to the ethical issues that arise in warfare. Satisfies ethics requirement for the bachelor's degree in all undergraduate colleges. (Also listed as Religious Studies 140.)

142. Philosophy of Law

Proper limits and uses of the criminal law in regulating human behavior. No philosophy prerequisite.

145. Aesthetics

Philosophical examination of the historical development of the concepts of taste and beauty.

ADVANCED-LEVEL COURSES

ormal prerequisites: two Intermediate-Level courses

70. Contemporary European Philosophy

lected topics from twentieth-century ropean philosophy: movements such phenomenology and structuralism; ilosophers such as Husserl, Heidegger, erleau-Ponty, Sartre.

90. Advanced Topics in Philosophy

lected philosophical problems studied an advanced level.

198. Senior Research Thesis

Creation of a carefully researched and scholarly paper, under the active direction of a selected member of the department's staff. Of particular value to senior students who intend to pursue graduate studies.

199. Directed Research

Tutorial work, with demanding requirements, for advanced students in particular problem areas not otherwise accessible through courses. *Prerequisite: previou arrangement with the instructor and department chair.*

DEPARTMENT OF PHYSICS

Professor Emeritus: William A. Barker II
Professors: John B. Drahmann, William T. Duffy, Jr., Carl H. Hayn, S.J
Philip T. McCormick
Associate Professor: William R. Johanson *(Chair)*
Assistant Professor: Philip R. Kesten

The Department of Physics offers major programs of lecture and laborator instruction leading to the Bachelor of Science degree in Physics and the Bach lor of Science degree in Engineering Physics. The department also provides a academic minor in physics and required and elective courses for studen majoring in other fields.

The usual career goals of a physics major include professional scientifi employment by industry, government, or a university, or secondary scho teaching in physical science. The undergraduate major program in physics appropriate preparation for graduate study in the fields of physics, astronom and astrophysics, biophysics, environmental science, geological science an geophysics, medical physics and medicine, patent law, physical science teac ing, and oceanography.

The engineering physics major, particularly appropriate for the applie science student who wishes to do research and development, covers a broa spectrum of courses in mathematics, engineering, and physics. In view o today's rapidly changing technology, the assignments of young engineers o physicists employed by industry will likely involve new technologies they hav not previously assimilated. This program emphasizes, to a greater extent tha the traditional engineering major, the *physics* fundamentals that are applicab to the new, as well as to the more established, technologies.

REQUIREMENTS FOR MAJOR AND MINOR

Bachelor of Science in Physics

The physics major must fulfill the University and College requirements an the following departmental requirements:

1. Chemistry 5 and 6
2. Mathematics 10, 11, 12, 13, 21, and 22
3. Physics 4, 5, 6, and 7 (introductory physics sequence)
4. A series of intermediate-level courses in the subject areas of electronic classical mechanics, electromagnetism, thermal physics, mathematic physics, and quantum physics. The usual major program will therefo include Physics 70, 101, 102, 111, 112, 120, 121, 122, 131, 132, and 17

5. For graduate study in physics or related fields, additional elective physics and mathematics courses and research participation

Consult *Information for Physics and Engineering Physics Majors* regarding a special curriculum for students who are preparing for careers in biophysics, medical physics, or medicine.

For students with broad interests crossing into other disciplines, such as biology, chemistry, computer science, electrical engineering, mathematics, or philosophy, specialized curricula should be developed in consultation with the student's departmental faculty adviser.

Additional details about careers and curricula are available in the publication mentioned above.

Bachelor of Science in Engineering Physics

The Engineering Physics major must fulfill the University and College requirements, with the modification that this major requires a minimum of 197 quarter units in an approved curriculum. Professor Duffy is coordinator of the Engineering Physics program. Curricula are approved by the Engineering Physics Committee consisting of Professor Duffy (Physics) and Professor Saad (Mechanical Engineering). The departmental program requirements are listed below.

1. Chemistry 5 and 6; Mathematics 11, 12, 13, and 21; Applied Mathematics 106
2. Physics 4, 5, 6, 7, 70, 101, 102, 111, 112, 131, 132, and 170
3. COEN 4; ELEN 100 and 110; MECH 10, 121, and 122; CENG 43
4. Elective courses in engineering and/or science directed toward a special emphasis area (3–6 term courses)
   Example: Solid-State Science Emphasis
   ELEN 151 (Semiconductor Devices I)
   ELEN 152 (Semiconductor Devices II)
   MECH 15 (Introduction to Material Science)
   Physics 116 (Physics of Solids)
   Physics 120 (Thermal Physics)
   Physics 121 (Quantum Physics I)
   Special emphasis areas include electronics, systems and networks, optics, energy sources and thermodynamics, nuclear science, and computational physics.
5. Free electives (3–4 courses)

Minor in Physics

The minor in physics requires completion of Physics 4, 5, 6, and 7; and any four additional physics courses except 1, 3, 51,106, 107, 108, 198, and 199.

SINGLE-SUBJECT WAIVER PROGRAM

The Physics Department offers courses that satisfy the requirements of th state of California Single-Subject Credential program for secondary scho teachers. The course requirements for a B.S. degree conforming to this waiv program involve fewer intermediate-level physics courses than the usual maj and more courses in chemistry and earth science. Contact the department cha for more information.

HONORS PROGRAM AND RESEARCH PARTICIPATION

Freshman applicants planning to major in physics or engineering physi may also consider separate application for admission to the University Hono Program. Among other benefits, honors students are admitted to special hono sections of certain courses offered by the departments of Economics, Englis History, Mathematics, Philosophy, and Religious Studies.

Undergraduate research participation and independent study opportuniti are available under the direction of the physics faculty. Research in the depar ment is currently funded by the National Science Foundation. Course credit f undergraduate research participation is available under Physics 198; cour credit is provided for independent study under Physics 199.

LOWER-DIVISION COURSES

1. Physics in the Nuclear Age

The science and technology associated with the nuclear age. From the Manhattan Project to current events, a technological development of the issues of the nuclear era. Topics include nuclear fission and fusion, A-bomb and H-bomb designs, nuclear disarmament, power, and waste. Not open to majors in engineering or natural sciences. *Prerequisite: high school algebra.* (4 units)

3. Introduction to Astronomy

A brief history of the science of astronomy is followed by a thorough study of the modern theory of stellar evolution. Examination of the origin and structure of current models of the universe. Fall, winter, and spring quarters. (4 units)

4. Physics for Scientists and Engineers I

Measurement. Vectors. Straight-line kinematics. Kinematics in two dimensions. Laws of inertia, mass conservation, and momentum conservation. Center-of-mass and reference frames. Force. Newtonian mechanics and its applications. Work ar kinetic energy. Potential energy and ene gy conservation. Rotational dynamics. Laboratory. Problem session. Spring quarter. *Prerequisites: Math 11 and 12. (Math 12 may be taken concurrently.)* (5 units)

5. Physics for Scientists and Engineers II

Gravitation. Kepler's laws. Simple harmonic motion. Fluid mechanics. Electr statics. Gauss's law. Potential. Capacitance. Electric current. DC circuits. Kirchhoff's rules. Magnetic forces and field. Laboratory. Fall quarter. *Prerequisites: Physics 4 and Math 13. (Math 13 may be taken concurrently.)* (5 units)

6. Physics for Scientists and Engineers III

Electromagnetic induction. AC circuits. Waves. Geometrical optics. Interferenc diffraction, and polarization. Thermal properties and kinetic theory of gases.

nermodynamics. Laboratory. Winter
iarter. *Prerequisite: Physics 5.* (4 units)

Physics for Scientists and Engineers IV

)ecial relativity. Quantum waves and
irticles. Schroedinger equation. Atomic
ructure. Nuclear structure and decay.
atistical physics. Solids. Semiconduc-
rs. Laboratory. Spring and fall quarters.
erequisite: Physics 6. (5 units)

1. Introduction to Earth Science

verview of geology and its significance
man. Earthquakes, volcanism, plate tectonics and continental drift, rocks and minerals, geologic hazards, mineral resources. Emphasis on basic geologic principles and the role of geology in the world today. Winter quarter. (4 units)

70. Electronic Circuits for Scientists I

Linear electric circuits. Phasor analysis, transients, and Fourier series. Network theorems. Junction diodes, bipolar junction transistors, and field-effect transistors. Voltage amplifiers. Laboratory. Spring quarter. *Prerequisite: Physics 6.* (5 units)

UPPER-DIVISION COURSES

01. Analytical Mechanics I

eview of vectors, vector calculus, and
ordinate transformations. Particle kin-
natics and Newtonian dynamics. Oscil-
tions. Central forces. Systems of parti-
es. Fall quarter. *Prerequisite: Physics 4.*
units)

02. Analytical Mechanics II

gid body mechanics. Calculus of varia-
ons. Methods of Lagrange and Hamil-
n. Stability and coupled oscillators.
astic bodies. Winter quarter. *Prerequi-*
e: Physics 101 or Civil Engineering 42.
units)

06. General Physics I

ctors. Newtonian laws of motion.
ravitational forces and acceleration.
omentum. Laws of equilibrium. Tor-
ies, moment of inertia, and rotational
otion. Work and energy. Thermal ener-
, heat transfer, entropy, and thermody-
mics. Noncalculus-based. Fall quarter.
erequisites: basic algebra and trigonom-
y. (4 units)

07. General Physics II

uid statics and dynamics. Elastic defor-
ations. Vibrations and wave motion.
perposition principle. Sound. Optics.
elativity. Laboratory. Winter quarter.
erequisite: Physics 106. (4 units)

108. General Physics III

Electricity and magnetism. Ohm's law. Coulomb's law. Electric fields and potential. D-C circuits. Capacitors. Faraday's law. A-C circuits. Wave-particle duality. Atomic and nuclear physics. Quantum mechanics. Laboratory. Spring quarter. *Prerequisite: Physics 107.* (4 units)

111. Electromagnetic Theory I

Electrostatic fields. Laplace's and Poisson's equations. Dielectrics. Magnetic fields of steady currents. Induced electromotive forces. Magnetic energy. Magnetic materials. Winter quarter. *Prerequisite: Physics 6.* (5 units)

112. Electromagnetic Theory II

Maxwell's equations. Plane waves in free space and in matter. Reflection and refraction. Interference and diffraction. Polarization. Guided waves. Radiation of electromagnetic waves. Spring quarter. *Prerequisite: Physics 111.* (5 units)

113. Optics

Geometrical optics. Interference. Fraunhofer and Fresnel diffraction. Optical instruments. Polarization. Crystal optics. Selected topics from contemporary optics. Laboratory. Winter quarter. Offered alternate years. Not offered in 1991. *Prerequisite: Physics 6.* (5 units)

116. Physics of Solids

Crystal structure. Phonons. Free electron theory of metals. Band theory of solids. Magnetism. Superconductivity. Spring quarter. *Prerequisites: Physics 7 and senior standing.* (5 units)

120. Thermal Physics

Laws of thermodynamics with applications to ideal and non-ideal systems. Elementary kinetic theory of gases. Entropy. Classical and quantum statistical mechanics. Selected topics from magnetism and low temperature physics. Winter quarter. Offered alternate years. Offered in 1991. *Prerequisite: Physics 7.* (5 units)

121. Quantum Physics I

Thermal radiation. Wave-particle duality. Bohr atom. Schroedinger wave mechanics. One-electron atoms. Atomic moments, spin, and transitions. Multielectron atoms. Hartree theory. Optical excitations. Zeeman effect. Laboratory. Fall quarter. *Prerequisites: Physics 7 and 102.* (5 units)

122. Quantum Physics II

Molecules, bonding, and spectra. Nuclear models and structure. Nuclear decay and reactions. Elementary particles and quark theory. Strong and weak nuclear forces. Laboratory. Winter quarter. *Prerequisite: Physics 121.* (5 units)

125. Quantum Mechanics

Wave packets and the uncertainty relations. Schroedinger wave equation. Eigenfunctions and eigenvalues. One-dimensional potentials. Schroedinger equation in three dimensions. Angular momentum. Radial equation. Hydrogen atom. Spring quarter. *Prerequisite: Physics 101.* (5 units)

131. Methods of Mathematical Physics I

Linear vector spaces. Coordinate transformations. Eigenvalue problems. Abstract formalism of vector spaces. Legen dre functions. Bessel functions. Functio spaces and expansions in orthogonal set Spring quarter. *Prerequisite: Math 22 or Applied Math 106.* (5 units) NCX†

132. Methods of Mathematical Physics II

Functions of a complex variable as mappings. Basic properties of analytic functions. Series expansion of complex functions. Poles on the contour. Analyti continuation. Contour integration. Method of steepest descent. Transform techniques and conformal mapping. Dis persion relations. Fall quarter. *Prerequisite: Physics 131.* (5 units) NCX†

170. Electronic Circuits for Scientists II

Voltage and power amplifiers. Logic gat and digital circuits. Small-signal models Feedback and waveform generation. Op erational amplifiers. Laboratory. Fall quarter. *Prerequisite: Physics 70.* (5 unit

198. Undergraduate Physics Researc

Departmental work under close professo rial direction on research in progress. Permission of the professor directing th research must be secured before register ing for this course. Restricted to physics majors, engineering physics majors, and honors students with a 3.0 or better grad point average. Fall, winter, and spring quarters.

199. Directed Reading in Physics

Detailed investigation of some area or topic in physics that is not covered in th regular courses; supervised by a faculty member. Permission of the professor directing the study must be secured before registering for this course. Restricted to students with a 3.0 or better grade point average. Fall, winter, and spring quarters.

†Exempted from challenge

DEPARTMENT OF POLITICAL SCIENCE

Professor Emeritus: Richard J. Roberts, S.J.
Professor: Eric O. Hanson
Associate Professors: Jane Leftwich Curry, Janet A. Flammang *(Chair),* Dennis R. Gordon, Timothy J. Lukes, William J. Stover
Assistant Professors: Peter I. Minowitz, Terri Peretti
Lecturer: Jésus Martínez-Saldaña

he Department of Political Science introduces students to the political aspects f society and the analysis of political behavior, values, institutions, and overnment. It also offers preparation for various graduate and professional udies and careers in public service. Special emphasis programs are available political science majors in political economy, pre-law, public administration, nd television communication and public affairs.

EQUIREMENTS FOR MAJOR AND MINOR

In addition to the general University and College requirements, a student ajoring in political science must satisfactorily complete the following:

1. Two mathematics courses, selected from one of the following:
   a. Mathematics 6 (Finite Mathematics) and 7 (Calculus for Social Science)
   b. Mathematics 11 and 12 (Calculus and Analytic Geometry I and II)
   c. Mathematics 6 (Finite Mathematics) and 8 (Introduction to Statistics)
   d. Mathematics 11 (Calculus and Analytic Geometry I) and 8 (Introduction to Statistics); other statistics courses may replace Mathematics 8.
2. Eleven term courses in political science:
   a. Political Science 1, 2, 25, 30 (taken during the freshman and sophomore years, preferably in sequence)
   b. Seven upper-division courses in political science. Of these seven courses, there must be at least one lecture course from each of these four areas of political science: U.S. Politics, Comparative Politics, International Relations, or Political Theory and Methodology.
3. Among the seven upper-division courses, a political science seminar, taken during the senior year
4. An average grade of C or better in political science courses

The minor in political science requires completion of any three lower- vision political science courses, three upper-division courses, and a seventh pper- or lower- division course. Students should note lower-division prerequi- tes for upper-division courses in Political Theory and Methodology, Interna- onal Relations, Comparative Politics, and U.S. Politics.

SPECIAL EMPHASIS PROGRAMS

Political science majors may select one of several emphasis programs. Thes are not narrow specializations, but aim at a particular competence within th major program. The completion of a special emphasis program may be noted o a student's transcript if the student notifies the department chair and the chai approves the notation. Detailed programs of study listing recommende courses for each emphasis may be obtained from the department chair.

Political Economy

The program, offered with the Department of Economics, emphasizes th interdepéndence of economics and political science in the analysis and solutio of current domestic and world problems.

Pre-Law

The program is available to those political science majors considerin graduate study in law and legal careers.

Public Administration

The program combines political science with courses dealing with the enac ment of public policy. It is available to those majors planning careers in publi service or business.

Television Communication and Public Affairs

The program links political analysis with broadcast journalism and allow the political science major to communicate political ideas, events, and perso alities through the medium of television.

POLITICAL SCIENCE HONORS PROGRAM

A departmental honors program provides well-qualified students with spe cial opportunities for training and research in political science through sem nars, tutorials, and research projects. Application for admission to the depar mental program normally should be made in the sophomore year. Applican must have achieved a 3.5 grade point average or better in all University wor and a 3.7 grade point average or better in political science.

Honors candidates complete all requirements for a major in political scienc and submit a research project during their senior year. Graduation with hono in political science requires (1) a 3.5 grade point average or better in a University work, (2) a 3.7 grade point average or better in political science, (3 the submission of an acceptable research project, and (4) completion of suc courses as the Honors Committee may designate. Interested students shoul consult the chair.

INGLE-SUBJECT WAIVER PROGRAM

The state of California requires that persons seeking a credential to teach overnment in California secondary schools, besides completing a fifth year of tudies and student teaching, either pass the National Teacher Examination in ocial Science or complete a state-approved waiver program of study in politi- al science. The Political Science Department offers courses that satisfy the equirements of the state of California Single-Subject Credential program for econdary school teachers. The waiver degree program requires the same ourses as the major, but with some additional restrictions in subject area and ome additional course work.

Interested students must obtain a copy of the waiver program requirements t the department office and should also consult with someone from the ivision of Counseling and Psychology and Education at an early date.

XTERNAL PROGRAMS

The Political Science Department makes available to qualifying students pportunities to participate in a variety of programs that combine practical eld experience and academic credit.

These programs involve many levels of political activity:

1. On the international level, the department sponsors a United Nations Program with participation open to all undergraduate students. Students in the Model U.N. may elect to take Political Science 26 for 2 units of credit. Additionally, students may study at the United Nations itself through a program with Drew University in New York.
2. On the national level, Santa Clara is a member school of American University's Washington, D.C., program, in which students receive credit for internships and intensive seminars at the national capital.
3. On the state level, Santa Clara is affiliated with the Capital Campus Program at the University of California, Davis. It is much like the Washington program, except it focuses on state government.
4. On the local level, the department assists students in arranging academic credit for internships in local politics. Students may work for government agencies, legislative or judicial bodies, political parties, or politically related groups. From time to time, the department offers courses that combine local internships with classroom work.

LOWER-DIVISION COURSES

Introduction to American Politics

ritical analysis of American political lues, institutions, and processes. merica's political tradition, the Constitution, the presidency, Congress, the ureaucracy, Supreme Court, elections, olitical parties, interest groups, mass media, domestic policies, and foreign policy.

2. Introduction to Comparative Politics

Government and politics in several modern states. Emphasis on the development of analytical abilities and critical skills in

the evaluation of political culture, processes, and institutions.

25. Introduction to International Relations

Conceptual models used to analyze international relations, contemporary problems of world politics, and the methods states use to provide peace and security.

26. International Organization Laboratory

Students simulate U.N. operations by representing member-nations, debating and preparing resolutions, and engaging in other aspects of diplomacy. Open to all undergraduates. Students participating in the Model U.N. are encouraged to take this course. May be repeated for credit. (2 units)

30. Introduction to Political Theory

An exploration of some of the principal themes and questions of political theory through the writings of Plato, Machiavelli, Marx/Engels, and Mill. Prominent themes include theory and practice, individual liberty, morality and politics, freedom, obligation, and justice.

40. Social Forces in Politics§

Impact of social movements on political change. Goals and means of women and minority movements as well as the political aspects of changing life styles.

45. Criminal Justice System

Basic understanding of the U.S. criminal justice system: police, courts, probation, imprisonment, parole, relations with other governmental agencies. Goals, successes, and failures of the system, and possible remedies.

50. World Geography

Provides an understanding of world geography through an appreciation of contemporary global problems. Problems include the environmental crisis, international relations, demographic trends, and economic development. Special emphasis on world hunger and the roots of Third World poverty. (Also listed as Anthropology 50.)

90. Selected Studies in Public Policy

Introduction to the formulation and implementation of selected public policies in domestic or foreign policy areas.

UPPER-DIVISION COURSES

Prerequisites for all upper-division courses:

1. For *Political Theory and Methodology* courses, 30 is required.
2. For *International Relations* courses, 25 is required.
3. For *Comparative Politics* courses, 2 is required.
4. For *U.S. Politics* courses, 1 is required.
5. For *Senior Course Work* at least one upper-division lecture course in 1–4 above of the seminar, practicum, or directed reading course is required.

Note: In special cases, the instructor of a particular course may make an exception to these requirements.

§Course included in Ethnic Studies program

Political Theory and Methodology

02. Political Ideology

'onflicting critiques of contemporary sues using different political top- :s—ecology, urban living, democratic ıovements, racial and ethnic relations, omination and liberation, the role of iolence—to explore contrasting theoreti- al understanding of those issues. Differ- nces among liberalism, socialist theory, ɔnservative, and anarchist thought.

03. Approaches to the Study of Politics

heoretical examination of different ap- roaches to the study of politics. Compet- ıg theories, paradigms, and types of vidence in the social sciences. Represen- ıtive methodologies for political :search.

08. Catholic Political and Social Thought

urvey of Catholic theories of church- ate relations in history and at present. atholic thought on state authority, ɔrms of government, and purposes of ɔciety and the state. Evaluation of ɔcialism, capitalism, and liberalism, om the Catholic viewpoint of nature ıd destiny of the human person.

11. History of Political Theory I: Greek and Christian

evelopment of Western political ıought from its Greek origins in the ork of Plato and Aristotle through the ork of Aquinas.

112. History of Political Theory II: Liberalism and Its Roots

Continuation of 111. Western political thought from Machiavelli through the origins of liberalism in the writings of Hobbes, Locke, and Rousseau.

113. History of Political Theory III: Post-Liberal Theories

Writers and themes in nineteenth- and twentieth-century political thought including Marx, Nietzsche, Freud, and Lenin.

117. American Political Theory I: The Puritan Founding to the Civil War

Development of American political thought from the Puritan period through the reconstruction of the American political and social order following the Civil War. Conceptions of freedom, private self, and public order, in the context of the racial, social, and economic development of the American Republic.

118. American Political Theory II: The Civil War to the Present

Development of American political conceptions from the late nineteenth century to the present. Focus on questions of social order, the role of the state, violence and social reform, racial and industrial justice, and the future of politics in an industrial and urban society.

International Relations

25. International Law

ɔurces, nature, and functions of interna- ɔnal law in world politics. Special tention to the subjects of international w, international transactions, and the ıles of war. Viewpoints presented from 'estern, socialist, and Third World :rspectives.

126. International Organization

International organization in world affairs. Political, economic, and social role of the United Nations, regional organizations, specialized agencies, and nonstate transnational actors.

127. Comparative Foreign Policies

Comparative study of the foreign policies of selected nation-states. Interaction of

international and domestic politics in foreign policy formulation and implementation.

128. U.S. Foreign Policy

Aims, formulation, and implementation of U.S. foreign policy since World War II, especially toward the Soviet Union, Europe, China, and selected less developed countries.

129. Soviet Foreign Policy

Analysis of Soviet foreign policy, the communist world, and the international political system. Impact of ideology on relations with the United States, China, and the developing nations.

130. Technology and Development in the Third World

Consideration of the relationship between technology and development in selected Third World nations. Subjects include technology and import substitution, technology and state power, technology and debt, and the search for alternate technologies to meet basic human needs.

135. Far Eastern International Relations

International political developments in the Far East from 1900 to the present. Analyses of the geographic environment, political forces, and the impact of differing cultures on governmental decision making. *Prerequisites: Political Science 2 and 25.*

Comparative Politics

131. The Military in Politics

The political role of the military in both developed and developing societies, using a variety of states as examples. In developing societies, topics include causes of military intervention, legitimacy-building efforts, and withdrawal from politics.

136. Politics in Central America and the Caribbean

Political cultures, processes, and institutions of Mexico and selected Central American and Caribbean states. Governmental organization, dependency, development, and political violence.

137. Politics in South America

Political cultures, processes, and institutions of selected South American nations. Government, dependency, development, and political violence.

138. Politics in South Africa

Examination of the politics in South Africa, historically and in the context of that nation's interaction with the world community. Topics include politics prior to apartheid; the establishment of apartheid and the growth of the African National Congress; the meaning of Soweto uprisings and recent government policies; and questions of divestment, sanctions, and the future of apartheid.

139. Politics and Religion in East and West

Relationship between religion and politics in selected cultures. Emphasis on traditional East Asia, modern Italy, and contemporary United States.

140. Politics in Less Developed Countries

Multidisciplinary study of the problems and politics of political development in Latin America, Africa, and/or Asia. Case studies of communist and capitalist approaches to political development. Impact of international politics on internal development.

142. Politics in the Middle East

Designed to give students an understanding of the complexities of Middle East politics, the importance of the region to the world, and the role history and religion have played in the political and social development of the various countries in the region.

143. Politics in Eastern Europe

The social and political processes in Eastern European nations, with special attention to the processes of and potential for transformation in these nations.

144. Politics in Western Europe

Nature, structure, and utilization of political power in Great Britain and continental Europe. Institutional, ideological, cultural, and economic aspects of politics. Emphasis on problems of political stability, regional integration, and social change.

145. Soviet Politics

Analysis of the Soviet political system and its ideological premises. Origin and development of the Soviet party-state and its governmental and political processes.

146. African Politics

The problems of nation-building and economic development in sub-Saharan Africa. Case studies of Kenya and Tanzania.

147. Politics in Japan

Political history, institutions, and interest groups of modern Japanese political culture.

148. Politics in China

Origins of revolution in modern China, the politics of social and economic modernization in China since 1949, the problems of bureaucratization and political participation, and the succession to Mao Zedong.

149. Comparative Political Systems

Selected public policies in economically advanced societies. Relationship of political culture to social and economic behavior.

U.S. Politics

150. The Presidency

Analysis of the presidency as it has evolved throughout the course of U.S. history. Comparison of presidential powers with those of Congress, the courts, the bureaucracy, the press, political parties, and the public.

151. The Congress

History, structure, and policies of Congress. Congressional elections and theories of representation, the committee system and congressional norms, lobbying, congressional ethics and reforms, and the power of Congress relative to the president and the bureaucracy.

152. Political Participation

An examination of who participates in U.S. politics and the various forms of political participation. Elections, political parties, interest groups, community organizing, and political protest.

153. Ethnic Politics§

The political culture and social reality of ethnic/racial groups in the United States. Relationship of minorities to the social, political, and economic structure. Interpretations of American ethnic/race relationships, extent and nature of ethnic power within the American political-economic structure, effect of the policy process and social programs on ethnic minorities, and minority political movements and organizations. Focus on experience of Chicanos, African Americans, Native Americans, and Asian Americans.

154. Women and Politics‡

A consideration of the various ways women have changed "politics as usual." Examination of the status of women

§Course included in Ethnic Studies program ‡Course included in Women's Studies program

today (what has been accomplished and what remains to be done), varieties of feminist thought, women as voters and as an interest group, and women in public office.

155. Political Economy

Introduction to the relationship of the state to the private market distribution of resources and the achievement of individual and aggregate economic goals. Classical ideas of political economy, the functioning of capitalist and socialist political-economic systems, the role of the state and multinationals in the world and domestic economy, domestic fiscal and monetary policy, and the phenomena of imperialism and corporate power.

156. Politics and Mass Media

Impact of mass media on political values, attitudes, and behavior. Various forms of mass communication: print, graphic art, and film. Special attention to television.

157. U.S. Constitutional Development I

Historical treatment spanning 1607 to 1890. English and colonial constitutional heritage, the U.S. Constitution, landmark cases interpreting the Constitution, the nature of the Union, slavery, the Civil War, and the rise of judicial restraints on legislative economic regulation. Offered in alternate years.

158. Constitutional Development II

Historical survey from 1890 to the present. The 1900s' judicial restraint on economic regulation, the Constitution in two world wars, judicial approval of the New Deal, and the Court's modern protection of civil liberties. Political Science 158 may be taken before 157. Offered in alternate years.

159. Current Constitutional Law I

Present constitutional law of the seven articles of the original Constitution. Organization and powers of Congress, the presidency, the courts, interstate relations, and the amending process. Instruction in use of legal research sources. Offered in alternate years.

160. Current Constitutional Law II

Present constitutional law of the 26 amendments to the Constitution. Rights of free speech, free press, freedom of religion, no establishment of religion, criminal justice, voting rights, due process of law, protection of life, liberty, and property, and equality before the law. Instruction in use of legal research sources. Political Science 160 may be taken before 159. Offered in alternate years.

161. Law and Politics in the United States

Examination of social and political functions of the law, participants in the legal system (litigants, lawyers, and judges), and legal and political influences on judicial decision-making. Students read a variety of real cases to evaluate the strengths and weaknesses of the U.S. legal system.

162. Urban Politics

Political life of the U.S. city. Special attention to the structures and institutions of urban political power, the historical development of urban social life and politics, urban political cultures, the changing forms of urban political action, ethnic and class communities, the political economy of the contemporary city, and the future of urban planning.

163. State and Local Politics

A consideration of the politics and processes of state and local governments with particular attention given to California state, county, and municipal politics. Topics include federalism, executives, legislatures, courts, interest groups, parties, elections, financing, and issues such as education, welfare, criminal justice, transportation, housing, and urban growth.

5. Public Administration

lministration of public policies in ms of broad questions of democratic ory. Organizational theory, public em- yees, budgetmaking, policy evalua- n, and public finance.

6. Special Topics in Public Administration

rious public administration topics, oft- making use of experts outside the iversity. Public sector labor relations, blic budgeting and finance, adminis- tion of county and city government, l public personnel policies.

7. The Making of Public Policy

examination of the nature of U.S. blic policy and policy analysis; public icy-making stages (agenda setting, leg- tive legitimation, implementation, budgeting, and evaluation); and substantive policy issues such as economics, poverty and social welfare, health, education, energy, environment, defense, criminal justice, gender, and housing. A comparison of U.S. policies with those of other advanced industrial nations.

168. Special Topics in Public Policy

Selected topics and problems in public policy.

169. Political Behavior

Emphasis on exploring characteristics of the U.S. electorate, with special attention to analyzing factors that prompt individuals to vote in particular ways. Techniques of quantitative political analysis. Computerized manipulation of survey research data.

Senior Course Work

3. Seminar in Comparative Politics

ected topics in comparative politics in ious states and regions.

4, 185. Seminar in American Politics

ected topics and problems in the erican political process.

9. Seminar in Research Methods

nning and conduct of political science earch on selected topics such as politi- communication and socialization.

1. Seminar in Political Theory

alysis of selected political philosophers articular themes in political losophy.

2. Seminar in Political Theory

cussion and analysis of the relation- between politics and aesthetics. cial emphasis on the aesthetic theories Kant, the Dadaists, the Socialist lists, and Herbert Marcuse.

193. Seminar in World Revolutionary Forces

Theories of revolution that deal with the psychological, social, and political aspects of change. Studies of revolutionary movements and societies.

196. Seminar in International Relations

Selected aspects of international political behavior.

197. Seminar in Civil Liberties

Students do an in-depth study in a particular civil liberty of their choice.

198. Public Service Internships

Directed internships in government agencies, legislative bodies, political parties, or interest groups. Open to qualified juniors or seniors with permission of the instructor.

199. Directed Reading

Independent study. Intensive work in areas not fully covered in upper-division courses. Written outline of the proposed

course, with signatures of the sponsoring instructor, department chair, and dean of the College approving the course, must be submitted to the Office of the Dean at least one week prior to registration. The student's copy of the approved form mu be presented at the time the student registers. Forms are available at the Registrar's Office.

DEPARTMENT OF PSYCHOLOGY

Professors: Marvin L. Schroth, Eleanor W. Willemsen
Associate Professors: Jerry M. Burger, Stephen S. Fugita, Roland C. Low Gerdenio M. Manuel, S.J., Robert Numan *(Chair)*
Assistant Professors: Karen M. Anderson, Tracey L. Kahan

Psychology is the study of behavior, emotion, and thought using technique modeled on the scientific method. At the undergraduate level, the study o psychology is part of a liberal education; a major in psychology lays th groundwork for advanced studies of many different kinds, including the pursu of the doctoral degree needed for the professional practice of psychology. Th department offers introductory courses in each major area of the discipline an courses in psychological methods.

REQUIREMENTS FOR MAJOR

Students majoring in psychology must fulfill the University and Colleg requirements and satisfactorily complete the following courses:

Lower-Division Courses in Psychology (4 courses)

1. Psychology 10, 11, and 40
2. Psychology 42 or 43

Lower-Division Courses Outside of Psychology (3 courses)

1. Mathematics 6 (Finite Mathematics for Social Science) and 7 (Calculu for Social Science) or Mathematics 11 and 12 (Calculus and Analyti Geometry I and II)
2. Biology 9 (Human Biology)

Upper-Division Courses in Psychology (7 courses)

1. Two courses related to Psychology 10 (Psychology as a Natural Science from among 112, 120, 130, 131, and 165
2. Two courses related to Psychology 11 (Psychology as a Social Science from among 115, 145, 150, 160, and 185
3. Three additional elective upper-division psychology courses

Senior Examination

Seniors must demonstrate an understanding of psychology by passing a standardized test.

SPECIAL EMPHASIS PROGRAMS

Special Education or Teaching

Psychology majors who wish to go into special education or elementary teaching must satisfy the Bachelor of Science and departmental requirements and complete a liberal studies program in accordance with current state requirements. Interested students must submit a formal proposal to Dr. Willemsen and the University's adviser for teacher credentials prior to or early in the junior year.

Psychobiology

In addition to the Bachelor of Science and departmental requirements, students who wish to study neuroscience may elect the psychobiology concentration. The following list of requirements incorporates the psychology major:

1. Mathematics 11 and 12 (Calculus and Analytical Geometry I and II)
2. Chemistry 5 and 6 (General Chemistry I and II) and 35 and 36 (Organic Chemistry I and II)
3. Biology 20 (Structure and Function of Cells and Animals), 22 (Cell Biology and Animal Development), 34 (Cell Biochemistry and Physiology), 101 (Vertebrate Anatomy), and 124 (Animal Physiology)
4. Psychology 10, 11, 40, 42, 130, 165; two courses from 115, 150, 160, 166, and 185; and three additional elective, upper-division psychology courses

Gerontology

Students who wish to study the elderly may select this emphasis. In addition to the Bachelor of Science and departmental requirements, they must take Biology 187 (Biology of Aging), a Practicum in Aging, and at least three courses selected from the following: Anthropology 172 (Anthropology of Aging), Political Science 149 (Comparative Political Systems), Psychology 188, Psychology 196, and Sociology 172 (Sociology of Aging).

Professional Psychology (Honors)

The Department of Psychology provides a special program for students demonstrating exceptional scholastic promise and the desire to continue with psychology in graduate school. For those students the department recommends the following courses:

1. Psychology 42, 105, 120, and 170
2. Attendance at special departmental seminars

3. Participation in ongoing faculty research
4. An independent research project in the senior year
5. Related courses in other departments selected in consultation with th student's adviser

LOWER-DIVISION COURSES

5. Honors Colloquium

Restricted to students in the University Honors Program. This course is the Honors version of Psychology 10. Available only in alternate years.

6. Honors Colloquium

Restricted to students in the University Honors Program. This course is the Honors version of Psychology 11. Available only in alternate years.

10. Psychology as a Natural Science

Scientific study of human and animal behavior, including the physiological basis of behavior, perception, learning, motivation, and emotion. Other possible topics include memory, language, and problem solving.

11. Psychology as a Social Science

Principles of human development, intelligence, abilities, personality, psychological measurement, and sociopsychological influences on behavior. Introductory exposure to research methodology and statistical techniques.

36. Gender in Human Development‡

Focuses on the ways in which societal phenomena related to gender (sex roles, sex prejudice) interact with intrapsychic phenomena related to gender (gender identity, masculinity, femininity) and influence individual development through the life span. Topics include children's acquisition of gender identity, masculinity and femininity in personality, women's career development, marriage and divorce, parenting, schools and sex roles, mental health and sex roles, and aging and sex roles.

40. Statistical Data Analysis

Exercises designed to teach the skills of statistical data analysis and technical writing in psychology.

42. Experimental Psychology

Basic principles and methods of experimental psychology. Emphasis on the experimental method, but other method (e.g., naturalistic observation) are discussed. Analysis and application of grou and single-subject experimental designs. Survey of the learning and sensation and perception literature. Application of lecture material in the laboratory: the conduct of a number of experiments using human and animal subjects. Lectures an laboratory. (Formerly Psychology 110.) *Prerequisites: Psychology 10 or 11 and 40*

43. Research Methods in Psychology

Investigation of methods of psychologica research and issues involved in the collection of data. Emphasis on the social, personality, and developmental areas of psychology. Exercises require designing research projects, collecting data, and writing professional reports. (Formerly Psychology 111.) *Prerequisites Psychology 10 or 11 and 40.*

50. Psychology of Adjustment

Introduction to the psychology of person al and social adjustment. Personality patterns of the individual in various contexts, such as the family, the school, marriage, the adolescent years, and socia relations. Relationship of sex roles to the individual.

‡Course included in Women's Studies program

70. Comparative Animal Behavior

Animal behavior from a naturalistic and empirical viewpoint. Survey of the literature dealing with ethology and comparative psychology. Interaction between instinct (genetically determined fixed behavior patterns) and experience (learning) as determinants of animal behavior. Social behavior, animal communication, aggression, and the evolution of behavior.

80. Child Psychology

Development from birth to puberty. Intended primarily for nonmajors and majors who will not be taking the Psychology 185, 186, 187 sequence. Students may receive credit for 80 or 185, but not for both. *Psychology 10 or 11 recommended.*

85. Human Sexuality

Human sexual behavior. Adult sexual behaviors; biological aspects of sexual behavior; developmental aspects of sexuality, homosexuality, reproduction, sexual deviations, dysfunctions, and therapy. Sexual abuse, and legal and social issues.

UPPER-DIVISION COURSES

Note: Prerequisites for all upper-division courses, in addition to those listed for specific courses, are 10 or 11; 40, 42, or 43; or permission of instructor. Nonmajors are encouraged to seek permission of instructor.

105. Statistics and Experimental Design II

Advanced topics in theory and methods of statistical analysis and experimental design. Complex analysis of variance, multiple correlation and regression, factor analysis, and an introduction to nonparametric statistics.

112. Motivation and Emotions

Scientific study of the various motivational-emotional processes of people and higher animals. Biological drives, psychological survival needs, altered states of consciousness, social motives, and theories of emotion.

113. Sports Psychology

An overview for preparing a person psychologically to be active in sports. Ways for athletes to maximize their potential as well as ways to activate nonathletic individuals to be involved in sports. Topics include drug abuse by athletes; children and sports; team cohesiveness; sport injuries; fitness and health; anxiety and competition; women and sports; and race, ethnicity, and sport.

115. Introduction to Abnormal Psychology

Comprehensive consideration of the major forms of mental disorder with regard to their etiology, nature, development, and therapy. Emphasis on current theories of mental dysfunction and the psychology of abnormal thinking.

117. Health Psychology

Ways in which principles of psychology can be employed to help medical patients. Psychosocial factors influencing the disease process. Application of learning, cognitive, and motivational principles to health care delivery, prevention of disease, and attainment of wellness. Available only in alternate years.

118. Advanced Topics in Clinical/ Abnormal Psychology

For a small number of students who have taken 115 or 117 and wish to study major mental illness and its treatment in depth. Topics include disease prevention, community care, diagnosis, assessment, multimodal treatment, etc. Three hours per week of volunteer clinical work required.

119. Minority Mental Health§

Examination of the mental health and well being of U.S. minority groups. Topics include culture and discrimination, measurement and training, and service delivery.

120. Perception

The study of how information from the sense organs is transformed into meaningful experiences.

130. Psychology of Learning and Thought Processes

Survey of the experimental literature on the basic forms of the learning process from animals to humankind. Latest theories on memory and thought processes.

131. Cognitive Psychology

The information-processing approach to how we pay attention to, perceive, remember, discuss, and think about the world around us. Includes the history of the discipline and the following research areas: consciousness and attention, perception, memory, psycholinguistics, and problem solving. Emphasis on the experimental methods that have been developed to study cognition.

132. Advanced Cognitive Psychology Seminar

Selected topics representing current research in cognitive psychology and cognitive science. Focuses on contemporary models and issues related to human memory processes, including such real-world applications as eyewitness testimony, memory disorders (e.g., Alzheimer's, Korsakov's), autobiographical memory, reality monitoring, and "feeling of knowing." Students required to research, present, and discuss topics in an informal setting. Available only occasionally. *Prerequisite: Psychology 131.*

135. Psychology of Sleep and Dream

An empirical investigation of the nature of sleep and dreams. Emphasis on physiological, cognitive, and functional approaches. Topics include psychophysiology of sleep and dreams; theories of sleep (especially REM sleep) and dream function; continuity in mental processes over the sleep/wake cycle; memory for dreams types of dreams; consciousness and dreaming; lucid dreaming.

145. Clinical Assessment

Principles and problems of measurement in psychology, i.e., tests of attitudes, aptitudes, and personality. Students construct, administer, score, interpret, and evaluate tests. Interviewing and counseling skills.

150. Social Psychology

The scientific investigation of social behavior. Topics include communication, attraction, person perception, attitude change, aggression, altruism, and group behavior.

151. Seminar in Social Psychology

Small-group class. Special topics in social psychology. Research and reading of current literature. Articles dealing with current theoretical and methodological issues in social psychology. *Prerequisite: Psychology 150.* Available only occasionally.

154. Psychology of Language

Examination of the mental processes involved in using language, the behaviorist and neobehaviorist accounts of language, the linguists' strong reaction against these explanations, and the information-theory approach to the study of language. Topics include the biological foundations of language, human language vs. animal communication, the perception and production of speech sounds, the representation of words and concepts in memory, the syntax and meaning of sentences, the development of language

§Course included in Ethic Studies program

in children, language comprehension, and the relationship between language and thought.

156. Prejudice and Discrimination

Examination of structural and individual level theories of prejudice and discrimination as they relate to race and ethnicity and gender and sexual preference. Topics include integration, social mobility, racism and sexism on campus, and research in minority communities.

157. Organizational Psychology

Effects of organizational structure on individual and group behavior. Principles of behavior that may be applied to various large organizations, such as corporations, universities, and hospitals. Job satisfaction, group decision-making, power, leadership, and communication.

160. Theories of Personality

Critical analysis of major theories of personality. Emphasis on therapeutic and research implication. Considerable attention to the development of theory construction and analysis skills. Theories of Freud, Jung, Adler, Rogers, Sullivan, Kelly, Bandura, and others.

161. Advanced Topics in Personality

For advanced students interested in pursuing specific topics in personality, e.g., consciousness, personality development, anxiety, frustration, aggression, and psychoanalytic psychology. *Prerequisite: Psychology 160.* Available only occasionally.

165. Physiological Psychology

Emphasis on the neuroanatomical, neurochemical, and neurophysiological correlates of motivation, emotion, learning, and memory. Neural regulation of sleep and arousal, mechanisms of drug action, and neuropathology. Brain anatomy and application of physiological techniques to the study of animal behavior. Lectures and laboratory.

166. Human Neuropsychology

The study of human brain function from a clinical and an experimental perspective. Students presented with a general view of brain organization and function and then introduced to the neurological exam and clinical tests. Subsequent topics include principles of cerebral asymmetry; functions of the frontal lobes; psychiatric disorders; and brain mechanisms involved in emotion, spatial behavior, memory, and language.

170. History and Systems of Psychology

Origin and development of modern psychological approaches. Psychoanalysis, behaviorism, Gestalt, humanism, and existentialism. Emphasis on conceptual issues.

175. Humanistic Psychology

Historical and conceptual roots of humanism. Implication of the "third force" for therapy, community living, education, and research. Special attention to humanistic psychotherapies and the application of humanistic principles to education. Three hours per week of community volunteer work required.

182. Seminar in the Psychology of Motivation

Series of assigned readings and reports from classic and contemporary sources in the experimental and theoretical literature on motivation. Investigation of special problems. *Prerequisite: Psychology 112 or special permission.* NCX†

184. Seminar in the Psychology of Learning

Series of assigned readings and reports from classic and contemporary sources in the experimental and theoretical literature on learning and thinking. NCX†

†Exempted from challenge

185. Developmental Psychology I

First course in a sequence of courses that explore the development of individuals during the life cycle. Topics for the sequence include (1) principles and theories of development; (2) perceptual, cognitive, social, and personality development; (3) family, school, and other societal influences on development; and (4) applied issues in child rearing, education, and other socialization practices. Students have an opportunity to clarify their own values about having and raising children and about the responsibilities of society in general to children. Organized on an age-stage basis. Developmental principles, prenatal development, infancy, and the toddler period.

186. Developmental Psychology II

Continuation of Psychology 185. Early and middle childhood years, i.e., approximately ages 4 through 11. Special attention to intelligence, schools, sex roles, achievement, and prejudice. *Prerequisite: Psychology 80 or 185.*

187. Developmental Psychology III

Continuation of Psychology 186. Puberty through early adulthood. Intellectual development, identity, sexuality, moral development, values classification, and the capacity of humans to change. *Prerequisite: Psychology 80, 185, or 186.*

188. Adult Development Seminar

Limited enrollment. Young adulthood through middle age. Stages and transitions in adult life, the concept of life crisis, and the interplay of situations and personality. Commitment and choice. Part of gerontology emphasis. Available only occasionally.

189. Developmental Psychology Seminar

Small-enrollment discussion class for psychology majors. Readings from the original theoretical and empirical journal literature on some topic area from developmental psychology. Topics vary from year to year. All students prepare research proposals as term projects. *Prerequisites: Psychology 185, 186, or 187 and permission of the instructor.* Available only occasionally.

196. Psychology of Aging

Changes in individual lives that come with aging. Consideration of changes within the person and those occurring in the life situation. Special attention to mental health institutionalization and stresses facing the aged.

197. Advanced Seminar

Intensive focus on selected specialized topics, which vary from year to year. *Prerequisite: permission of instructor.* NCX†

198. Internship/Practicum

Clinical experience in community agencies. Selected readings. Open to upper-division students with average 3.0 GPA or better, who have received permission of a faculty sponsor.

199. Directed Reading/Directed Research

Independent projects undertaken by upper-division students with a faculty sponsor. To receive course credit for such research, the student must submit a formal written proposal and have it approved by the sponsoring faculty member, the department chair, and the dean. The proposal must be submitted before the end of the previous quarter and must meet University requirements for independent study credit (available from the department chair).

†Exempted from challenge

DEPARTMENT OF RELIGIOUS STUDIES

Professor: Joseph A. Grassi
Associate Professors: Catherine M. Bell, Martin L. Cook, Anne Marie Mongoven, O.P., Frederick J. Parrella, Stephen A. Privett, S.J., James W. Reites, S.J. *(Chair),* Philip Boo Riley, Francis R. Smith, S.J.
Assistant Professors: Paul G. Crowley, S.J., Michael J. Hollerich, Dwight N. Hopkins, Diane E. Jonte-Pace, Michael E. Moynahan, S.J., John David Pleins, Marie-Eloise Rosenblatt, RSM, James E. Sweeters
Lecturers: Rita Claire Dorner, O.P., Salvatore A. Tassone, S.J., Tennant C. Wright, S.J.

The Department of Religious Studies offers courses as part of the University Curriculum and a major program for those who wish to concentrate in the study of religion and theology. An academic minor is also available. The department's aim is to enable students to investigate and examine their lives, their world, and their education in light of religious traditions.

Because of the University's commitment to examine diverse religious traditions, the Department of Religious Studies offers a wide range of courses; and because of the University's commitment to the Catholic tradition, the department offers a special opportunity for students to pursue and examine Catholicism in an academic context.

GRADUATE PROGRAM

The Religious Studies Department also offers a Pastoral Ministries program leading to a master's degree in four areas: catechetics, pastoral liturgy, spirituality, and liturgical music. For more information about the program and a copy of its brochure, contact Rita Claire Dorner, O.P., director of the Graduate Program in Pastoral Ministries.

REQUIREMENTS FOR MAJOR AND MINOR

Lower Division In consultation with their academic adviser, students select four lower-division courses from among each of the three areas of scripture, systematic theology, and cross-cultural religious studies.

Upper Division In consultation with their academic adviser, students select eight upper-division courses in religious studies. One of the eight required courses must be Religious Studies 199. Five of these courses must be distributed across the areas of systematic theology, religion and society, and scripture. Courses in these areas are offered each quarter specifically for majors and minors. Students are encouraged to arrange their course work around particular emphases, oftentimes in conjunction with another academic minor.

Senior Research Paper All religious studies majors are required to submit project during their senior year in conjunction with Directed Reading an Research (course 199) and supervised by the faculty directing this course.

Recommended Electives

Biblical Languages Koine Greek, Biblical Hebrew, and Biblical Aramaic ar taught in the Classics Department. These languages are recommended fo students who intend to pursue graduate studies in scripture.

Minor in Religious Studies

The minor in religious studies requires completion of one introductory-leve religious studies course (1–49); two intermediate-level courses (50–99); an four upper-division courses, one of which must be a seminar. Of these seve courses, at least one must be in each of the following areas: comparativ religion, religious ethics, scripture, and theology.

INTRODUCTORY-LEVEL COURSES

1. Introduction to Religious Studies

Study of the ways in which men and women have been religious. Reflections on the contemporary ways of studying religions, especially in light of religious pluralism and secularism.

2. The Old Testament and Its World

Survey of the historical and religious traditions of ancient Israel. Attention given to the archaeology of Syro-Palestine. Emphasis on the role of the Old Testament in Judaism, Christianity, and Islam.

3. Introduction to the New Testament

Formation of the New Testament literature in the first generations of the Christian community. Interpretation of the literary forms used by the community. Examination of the form and principal content of primitive belief and worship.

4. Introduction to Christian Tradition

Survey of the history and development of the Christian tradition from the New Testament to contemporary American Christianity.

5. Introduction to Catholic Theology

Introduction to the themes and methods of Catholic theology. Emphasis on scripture and tradition in light of contemporary issues.

INTERMEDIATE-LEVEL COURSES

52. Faith and Politics in the Middle East

The relationship between religion and politics in the Middle East, both in the historic religious traditions and in the modern world. Focuses on the major religious traditions of Islam, Christianity, and Judaism. Topics include nationalism, revolution, the papacy in the Middle East, and religious tolerance.

53. Christianity and World Religions

Religious pluralism as understood primarily in Judeo-Christian tradition. Topics include revelation, authority, truth, and intra-religious dialogue. Analysis of religious truth claims.

55. *Theology and Ethics of Thomas Aquinas*

An introduction to the life, thought, and ethics of Aquinas. Basic topics to be discussed include the existence of God, human nature, and human participation in society.

57. *Faith, Justice, and Poverty*

Foundations for a Christian response to poverty. Liberation theology, social justice, and the relation of economics to religion.

59. *Bible in the Jewish Tradition*

Historical-critical school of interpretation of the Bible and traditional rabbinical interpretation. Origins and history of the Jews as revealed in their sacred writings.

60. *Christian Ethics*

Dynamics of Christian conduct and of the moral implications of the Christian commitment. Formulation of the principles of a Christian ethic, their application to selected areas of moral conduct in contemporary life, e.g., to wealth and poverty, violence and nonviolence, war and peace, and interpersonal relations.

63. *Biblical Drama*

Creative drama techniques including mime, role playing, improvisation, psychodrama, and story dramatization are used as tools for exploring and unlocking the riches of biblical stories.

64. *Christ in the Four Gospels*

Formation of the gospels and the individual portrait and interpretation of Jesus by each of the evangelists. Historical ministry of Jesus. Comparison of the Christologies in each of the four gospels.

65. *Christ in the Christian Tradition*

Explores the issues of the humanity and divinity of Jesus via selective theological interpretations of Jesus Christ from biblical literature, the history of Christian doctrine, and modern theological scholarship.

66. *The Pauline Letters*

Letters attributed to Pauline authorship. Analysis of the Pauline theology.

67. *The Synoptic Gospels*

History of the formation and literary forms of the Synoptic Gospels. Analysis of salvation history as contained in these sources and in the historical ministry of Jesus.

69. *Contemporary Catholic Theology*

A reading of recent Catholic theologians in light of issues raised by the Second Vatican Council, with a view toward their foundations in classical theology. Topics include tradition, inculturation, doctrinal development, and the emergence of liberation theology.

70. *Christian Mysticism*

A study of the lives and writings of key figures in the mystical traditions of Christianity.

71. *The Theology of C. S. Lewis*

Religious writings of C. S. Lewis. Lewis's approach to religious truth and his major theological themes.

72. *Women in the Biblical Traditions*‡

Attitudes toward women and roles of women in Christianity and Judaism. Old Testament and New Testament perspectives on women in religion, family, and social structure. The contemporary feminist challenge to Judaism and Christianity. Views of the Christian church regarding sexuality and women's ordination.

73. *New American Religions*

Contemporary American religious movements; a critical review of their beliefs and practices. Among those studied are Divine Light Mission, Hare Krishna

‡Course included in Women's Studies program

Movement, witchcraft, satanism, and a number of other groups.

75. Meditation

Study and practice of meditation across religious traditions. Includes daily meditation.

76. Hinduism and Buddhism

Exploration of the historical development, symbols, rituals, scriptures, and institutions of Hinduism and Theravada Buddhism in South and Southeast Asia. Brief look at Tibet. Focus on the social world of these traditions and their interaction with a variety of Asian cultures.

77. Chinese and Japanese Religions

Exploration of the historical development, doctrines, institutions, and literature of the religions of China and Japan, including Confucianism, Taoism, Shinto, Mahayana Buddhism, and recent sects. Brief look at Korea. Focus on the social world of these traditions in the cultural variety of East Asia.

78. Christian Liturgy

Appreciation of the structure and rhythm of liturgical worship and of its function as Christian celebration in such ceremonies as the Mass, the Sacraments of Initiation, etc. Emphasis on content and the learning of liturgy by putting together liturgical celebrations.

80. Religious Symbolism and Myth

Introduction to the meaning and function of symbol and ritual in human life and in Christian worship. Symbolic ritual actions of the Church (sacraments). Questions such as how symbol and ritual express and shape human life and how sacraments express and shape the identity of Christians as church.

81. Theology of the Sacraments

Analysis of the work of Christ as sacrament of God the Father, of the Church as the sacrament of Christ, and of baptism, confirmation, reconciliation, healing, the Eucharist, marriage, and Orders as the principal sacramental actions of the Church. Origins in the scriptures. Traditional theological interpretations.

82. Theology of Nonviolence

Nonviolence not only as an instrument of social change but as a way of life resulting from the Christian commitment.

86. The Old Testament as Literature

Explores the variety of Old Testament literature: sagas and legends, royal history, love poetry and hymns, wisdom teaching. Examines the narrative and poetic technique of biblical writers as well as their values and ideals. Comparison with ancient Near Eastern literature.

88. Marriage and Religion

Religious and psychological aspects of marriage in the modern world. Particular emphasis on preparation for marriage in a Christian and Catholic setting. Significant pieces of modern literature.

90. Spirituality in Toni Morrison's Novels§

An exploratory and critical investigation of spirituality in the lives and thoughts of black women in the novels of Toni Morrison. Examination of this spirituality and the contribution it makes to the African-American community and society at large.

91. Slave Narratives§

A creative engagement with one of the most untapped U.S. religious resources—African-American slave narratives during the pre-Civil War period. The religious dimensions of slave families, laughter, folklore, conversions, music, and other cultural/political issues.

§Course included in Ethnic Studies program

92. The Protestant Tradition

Origins and development. Protestant thought and Protestant ecclesiastical institutions. Special attention to U.S. Protestant Christianity and its impact on U.S. political and social life.

95. Ancient Christianity

A survey of the Christian church from its beginnings to the end of the Middle Ages. Emphasis on authority and discipline in the church, dissent and orthodoxy, patterns of religious life, and the relationship of church and state.

96. Medieval Christianity

The Christian tradition after Augustine and before Luther. Topics include the split between Byzantine East and Latin West, reform movements, structures of authority, modes of dissent, relations with the political order, and forms of piety and religious life. Extensive reading in primary sources.

97. U.S. Catholicism

Historical examination of the Catholic experience in the United States. Topics include the encounter with U.S. pluralism, the impact of immigration, relations with Rome, church/state relations, the development of new structures of Catholic life, and the direction of U.S. Catholicism after Vatican II.

ADVANCED-LEVEL COURSES

101. Liberation Theology

Latin American, African, Asian, and feminist theologies of liberation. Assessment of the impact of these theologies of liberation on such issues as ecclesiology, method in theology, Christology, biblical interpretation, and spirituality, as well as the implications of liberation theology for North Americans.

103. Law and Justice: Jewish, Christian, and Islamic Perspectives

The legal system and social ethics of ancient Israel with special emphasis on the concern for social justice in the prophetic literature of the Hebrew Bible. Explores early rabbinic law. Emphasis on social justice themes in Third World liberation theology. Consideration of modern Middle East issues.

104. Comparative Fundamentalism

Explores the roots of recent fundamentalist movements in different religious traditions: primarily Judaism, Islam, U.S. Protestantism, and Hinduism. Focuses on the similarities and differences among these groups regarding authority accorded the "holy book," traditions of interpretation, the formation of community, and the definition of religion in the face of modern secularism.

105. Messiahs and the Millennium

A comparative exploration of apocalyptic movements and models of socioreligious change in U.S. UFO cults, Japanese "new" religions, South Pacific cargo cults, and early Christianity.

111. Afterlife as a Theological Concept

Biblical, Jewish, Christian, Eastern, humanistic, and psychic claims about the nature of death and the possibility and nature of an afterlife. Modern philosophical assessments of the cogency of those claims. Relation (or nonrelation) between a belief in an afterlife and meaningful human existence.

112. Great Christian Mysteries

Review of fundamental Catholic beliefs. Analysis of ecclesiology and theological anthropology.

117. Science, Technology, and Ethics

Investigation of the religious and ethical significance of the impact of technology on society. Analysis of ethical issues in scientific and engineering practice. (Also listed as Philosophy 117.)

119. The Papacy as History and Idea

Survey of the origins and development of Roman Catholicism's peculiar institution. Focus on the papacy's emerging self-consciousness and on reception of its claims and policies, concluding with a modern theological assessment.

122. The Person of Christ in the New Testament

Jesus' understanding of himself and his mission and their interpretation by New Testament writers. Different major Christologies of the New Testament showing the unity and diversity of their interpretation of Christ.

123. Paradigms in Theology and Science

Explores the gulf between theology and science. The notion of the paradigm as a basis of conversation between theology and science. Theoretical applications exploring the famous Galileo disaster, evolution, and cosmological theory.

124. Technology and Its Religious Critics

Investigation of religious dimensions of a variety of criticisms of technology. Analysis of historical and social dimensions of technology.

125. Theology of Marcus Garvey and W. E. B. Dubois§

A review and examination of the life, politics, and theology of Marcus Garvey and W. E. B. DuBois.

126. Black Theology in the United States§

A critical assessment of black theology o liberation as it has developed from the 1960s in the United States, including the demands of black women. Why a black theology? How does it challenge our own religious and theological perspectives?

128. Life and Theology of Martin Luther King, Jr., and Malcolm X§

A survey of the lives and theologies of Rev. Martin Luther King, Jr., and minister Malcolm X, religious leaders and major representatives of the black North American movement for human rights from the 1950s to the present.

136. The Bible and Social Ethics

Prophetic tradition of the Old and New Testaments. Special emphasis on biblical justice and love and their meaning in today's society.

137. Theology in a Global Context

Examines different sociocultural contexts and compares/contrasts the Christian (liberation) theologies that have emerged from them. Focuses on Central America, Haiti, North America, South Africa, and Palestine. Special attention to the preferential option for the poor, salvation/liberation, conversion, inculturation, faith and justice, the relationship between the church and the world.

138. Medical Ethics

Introduction to the major issues in biomedical ethics. Basic principles of biomedical ethics, genetic interventions and reproductive technologies, life and death, abortion, informed consent, euthanasia, patients' rights, professional responsibilities, and confidentiality.

§ Course included in Ethnic Studies program

139. Politics, Ethics, and Religion

History of the institutional relationship between church and state. Various forms of the cultural interaction between politics and religion. Particular emphasis on Anglo-American modes of separating and relating church and state, religion, and politics. Impact of Protestant and Catholic, liberal and conservative, reactions to the American experience.

140. Ethics and Warfare

Historical and contemporary approaches to the ethical issues that arise in warfare. History of the development of Christian thought on war. Applicability of that thought to modern technological war evaluated. (Also listed as Philosophy 140.)

141. Religious Autobiography

Selected Christian autobiographies from St. Paul to Dag Hammarskjold.

143. Thomas Merton

The life and thought of one of the most engaging, creative, and influential members of the American Catholic Church in the twentieth century—the Trappist monk Thomas Merton. A selection of Merton's writings on such subjects as prayer, solitude, peace and nonviolence, and Asian spirituality.

144. Christianity and Politics

Historical investigation into changing patterns of the relationship between Christianity and the political order. Emphasis on the foundational events of the biblical–early Christian era and Christianity's experience of secular modernity in the United States. Readings from documentary sources and contemporary discussions.

146. The Christian Experience of God

Nature of religious experience. Emphasis on how the Christian community expresses or symbolizes its experience of God in creed, doctrine, and liturgy.

147. Zen Buddhism

History and theory of Zen Buddhism. Some practice of Zen meditation.

149. The Theology of Marriage

Christian marriage understood from the scriptures, recent Catholic writing, and a humane psychology of the human person. Survey of Roman Catholic canon law on marriage.

150. Luke—Acts

The gospel according to Luke and the Acts of the Apostles as a unified document with special emphasis on its sources, message, and theology.

151. The Johannine Writings

Fourth gospel, the Johannine letters, and the Apocalypse: their vocabulary, imagery, and theological concerns.

156. Belief and Unbelief

Challenges and responses to belief in the modern era. Primary texts. Problem of evil, religious projection, and the basis in experience of religious assertions.

157. God in Contemporary Thought

The question of God's existence and nature in the writings of contemporary thinkers.

159. Religion in the Theories of Freud and Jung

Meaning, origins, and function of religion in human life according to Freud and Jung. View of human nature; religious belief and symbol; relationship among religion, culture, and personality. Influence of biographical factors on Freud's and Jung's theories of religion.

167. Theology in the Daily News

Study of current events in the light of religious tradition. No lectures. *Prerequisite: a course in scriptural theology.*

168. Women's Religious Roles‡

The participation of women in religion (Hinduism, Islam, Judaism, and East Asia) as shaped by notions of female purity and pollution. The role of such beliefs within religious communities. Marriage, sexual segregation, menstruation, motherhood, monasticism, and shamanism.

172. Contemporary and Comparative Judaism

Judaism in the twentieth century in terms of its principal cultural and social influences, its religious forms, and theological teaching. (This course is partially funded by the Jewish Chautauqua Society.)

173. Faith and the Holocaust

History of the Nazi attempt to totally exterminate the Jews, the enormity of this evil, and the problems it might pose for faith.

178. Religion in America

A survey of themes and institutions in American religion, both past and present. The development of American religion from the early seventeenth century to the post–World War I era. Selected themes in the modern religious landscape.

179. Aspects of Jewish History

Jewish history as both the story of a people and an account of a tradition of ideas. Exploration of the development of the Jewish people through a close examination of their history and how it has affected their religion and thought.

185. Literature and Theology

Significant literature from various ages and cultures: its theological content and relevance for the contemporary student.

188. Religious Studies Seminar

Selected topics in the discipline of religious studies.

191. Karl Rahner

Examines Rahner's theological method and his sources and aims. Focuses on the fundamental theology of the human person, the Incarnation and Christology, the nature of the church and its role in the world, anonymous Christianity, and the requirements for a spirituality at once mystical and oriented toward the world.

192. Lonergan

Investigates the resources for the philosophy of religion in Bernard Lonergan's 750-page classic, *Insight: A Study of Human Understanding.* Co-taught by members of the Philosophy and Religious Studies departments and intended for students who enjoy serious philosophy. Emphasis on class participation and writing exercises. (Also listed as Philosophy 127.)

198. Practicum in Religious Studies

Teaching or religious work, special reading, and theological reflection under the guidance of the department faculty. Restricted to majors in religious studies.

199. Directed Reading/Directed Research

For religious studies majors only.

‡Course included in Women's Studies program

DEPARTMENT OF THEATRE AND DANCE

Associate Professors: Jagienka A. Drweski, William R. James, Frederick P. Tollini, S.J. *(Chair)*
Assistant Professors: Jerald R. Enos, CSC, Michael E. Moynahan, S.J. (courtesy of Religious Studies Department), Barbara A. Murray
Senior Lecturer: Albert L. Gibson
Lecturers: Sheldon Ossosky, David Popalisky, Carolyn Silberman
Artist-in-Residence: Henry Mollicone
Frank Sinatra Professor: Henry Mollicone

The Department of Theatre and Dance provides course work leading to the Bachelor of Arts degree and produces a number of plays each year in the Louis B. Mayer Theatre and the Fess Parker Studio Theatre. Theatre arts and dance majors must fulfill the University and College requirements for the Bachelor of Arts degree. In addition, candidates for the B.A. must complete the requirements in their selected emphasis area.

DEGREE PROGRAMS

The department offers two distinct programs: Theatre Arts and Dance. Each area provides the opportunity for a broad education and for specialized training. A student may pursue either program with several goals in mind: as part of an undergraduate liberal arts education; as preparation for graduate studies in theatre and dance; as preparation for further studies in arts administration, business, law, or teaching; as pre-professional training for certain areas of theatre and the performing arts.

Theatre Arts

The program offers coordinated courses in acting, design, technical production, dramatic literature, and theatre history. Depending on the emphasis chosen by the student, departmental requirements are supplemented by recommended electives to form an integrated program.

Dance

Dance majors follow an organized sequence of courses in dance technique, choreography, theatrical dance forms, and dance history. Courses are supplemented by classes with professional guest artists.

REQUIREMENTS FOR MAJOR AND MINOR IN THEATRE ARTS

Major

Lower Division (26 units)

1. Theatre 11, 12, 13 (Western Theatre I, II, III)
2. Theatre 20 (Beginning Acting I)

3. Theatre 30 (Basic Stagecraft)
4. Either Theatre 31 (Basic Costume Construction) or 32 (Basic Sta Lighting)
5. Dance 46 (Modern Dance I)

Upper Division (8 courses)

1. One dramatic literature course (Theatre 110–119)
2. One Shakespeare course (Theatre 116, 117, or 118)
3. Theatre 170 (Playscript Analysis)
4. Five theatre or dance courses related to emphasis area

Performance opportunities include departmental productions (five or s each year), course-related presentations, and student recitals.

Minor

The minor in theatre requires Theatre 10; 20 or 24; 30, 31 or 32; one low division theatre elective; and four upper-division theatre courses.

REQUIREMENTS FOR MAJOR AND MINOR IN DANCE

Major

Lower Division (24 units)

1. Theatre 10 (Introduction to Theatre Arts)
2. Theatre 20 (Beginning Acting I) or 24 (Basic Acting for Nonmajors)
3. Theatre 31 (Basic Costume Construction) or 32 (Basic Stage Lighting)
4. Dance 40, 41, or 42 (Basic Jazz Dance I, II, or III)
5. Dance 43 and 44 (Basic Ballet I and II) or 45 (Basic Ballet III)
6. Dance 46 and 47 (Modern Dance I and II) or 48 (Modern Dance III)
7. Dance 49 (Basic Dance Composition)

Upper Division (8 courses)

1. Dance 140 and 141 (Advanced Ballet I and II)
2. Dance 142 (Advanced Jazz Dance)
3. Dance 143 (Choreography)
4. Dance 144 (Dance History)
5. Dance 146 and 147 (Advanced Modern Dance I and II)
6. Dance 199 (Dance Recital)

Lower or Upper Division

1. Two quarter units of Theatre 39 or 139 (Production Workshop)

Minor

The minor in dance requires Theatre 10; Dance 40, 41, or 42; 43; 44 or 4 46; 47 or 48; 49; and Dance 140, 142, 143, and 146.

Performance opportunities in dance include the Choreographers' Gallery, e annual dance concert in Mayer Theatre, student recitals, informal concerts, ıd combined performances with the Theatre Arts program in musicals and age plays. Independent study may include courses in the University's post-astectomy rehabilitation Dance Is Therapy program.

HEATRE PRODUCTION PROGRAM

The theatrical season at the Louis B. Mayer and Fess Parker Studio theatres ually includes at least four faculty-directed plays, one or two student-directed ays, the major dance concert, and several related events. Performances by iest artists and theatrical companies are frequently sponsored by the Depart-ent of Theatre and Dance.

Active participation in these productions is open to all members of the niversity community. Though the plays are an essential part of the theatre and ınce major, they are also an opportunity for other students and faculty to work theatrical production. Mayer Theatre productions often include the appear-ıce of a professional guest artist, actor, or director.

Besides the regular season, the Department of Theatre and Dance sponsors a mmer season called Theatre Santa Clara Summerfest. This summer festival nploys professional, student, and amateur actors, dancers, technicians, and prentices. Guest productions combine with those of the Theatre and Dance epartment to offer a series of dance concerts, dramas, children's theatre, and usical comedy. College credit and some salaried positions are available rough the Summerfest.

OMBINED PROGRAM IN THEATRE AND TELEVISION

Students wishing to pursue combined studies in theatre and television, or a inor in theatre specifically designed for students majoring in communication, ould consult the chair of the Theatre and Dance Department or the Commu-cation Department for requirements and curriculum models.

LOWER-DIVISION COURSES

1. *Introduction to Theatre Arts*

eating a show: basic performance and oduction skills leading to theatrical esentation. Fulfills visual and perform-; arts requirement for nonmajors.

. *Western Theatre I*

storical survey of Western theatre and ımatic literature. Ancient Greece, me, medieval world, Italian naissance.

12. *Western Theatre II*

Elizabethan period; Restoration; seventeenth-century France and Spain; eighteenth-century England, France, Germany, and Italy.

13. *Western Theatre III*

Nineteenth and twentieth centuries in Western Europe and America.

14. Asian Drama

Classical theatre of Eastern and Central Asia. Theatrical techniques and significant plays of the Noh, Kabuki, and Bunraki Puppet Theatre of Japan; the Peking Opera; the sanscrit and epic drama of India.

15. Introduction to Production Techniques

Overview of organization, concepts, terminology, and skills involved in theatre. Recommended for theatre majors. (2 units)

20. Beginning Acting I

Improvisation. Theatre games. Role playing. Sensitizing of physical and mental tools. Analysis of skills and problems of individual students. Theatre and dance majors only.

21. Beginning Acting II

Continuation of 20. Emphasis on scene and monologue study, script analysis. *Prerequisite: Theatre 20.*

22. Basic Voice and Movement

Development of basic voice and movement skills for actors.

23. Chicano Theatre

Study of the nature and performance of the "acto," Hispanic-American theatre's basic form of theatrical expression.

24. Basic Acting for Nonmajors

Basic principles of role playing for those with an interest in the acting process.

25. Drama Workshop

Study and performance of scenes from plays. Application of principles and methods taught in basic acting courses. *Prerequisite: Theatre 21 or 24 or permission of instructor.* Recommended for majors and nonmajors. (2 units)

26. Summer Theatre

Performance or technical work in six-week summer program and run of production for Theatre Santa Clara Summerfest. (1–10 units)

29. Rehearsal and Performance

Active participation in the preparation and performance of departmental productions as actors, stage managers, assistant stage managers, or assistants to the director. Major design/technical assignments. *Prerequisite: approval of director of production.* May be repeated for a total of 8 units. (2 units)

30. Basic Stagecraft

Principles and techniques of stagecraft. Nomenclature. Handling and construction of scenery. Use of hand and power tools. Blueprint reading.

31. Basic Costume Construction

Introduction to making costumes. Pattern drafting, sewing techniques, fabric studies.

32. Basic Stage Lighting

Principles and practice. Color, instrumentation, basic electricity, and electronics. Elementary design theory and practice.

33. Make-up for Stage

Basic principles of make-up for the stage. Youth, old-age, and special problems. Use of all media. (2 units)

39. Production Workshop

Training in development of technical skills for stage production. Directed work in scenery and costume construction, lighting, and sound. May be repeated for a total of 8 units. Not applicable to paid work hours, or to laboratory hours connected with stagecraft courses. (2 units)

40. Basic Jazz Dance I

(2 units)

1. Basic Jazz Dance II
2 units)

2. Basic Jazz Dance III
2 units)

3. Basic Ballet I
2 units)

4. Basic Ballet II
2 units)

5. Basic Ballet III
2 units)

6. Modern Dance I
2 units)

7. Modern Dance II
2 units)

8. Modern Dance III
2 units)

9. Basic Dance Composition
raditional approaches to compositional roblems of form and design, time and ıythm, energy flow and force in dance as rt form. (2 units)

0. Musical Theatre Workshop
)ance forms, music, and singing related) the American musical theatre. (2 units)

1. Intermediate Acting I
haracterization: principles and techiques of role portrayal in realistic draıa. *Prerequisite: Theatre 21 or quivalent.*

2. Intermediate Acting II
ole development: detailed study of eative method in developing complete roles in realist and naturalist plays. *Prerequisite: Theatre 51 or equivalent.*

53. Phonetics, Diction, and Dialects
Basic vocal skills for the actor.

63. Biblical Drama
Scriptural material explored through dramatic techniques.

68. Techniques of Musical Auditions
See Music 81.

70. Theatre Graphics
Introduction to graphic representation. Drafting, mechanical perspective, freehand drawing, isometrics.

71. Advanced Stagecraft
Development of advanced skills in metal, woods, and alternative scenic materials. Welding, wood-turning, construction theory, scenic engineering, special materials, and production management. *Prerequisite: Theatre 30 or equivalent.* Offered in alternate years.

72. Stage Management
Techniques and responsibilities of the backstage administrator. Analysis of preproduction, audition, rehearsal, and performance duties. Methods for controlling personnel, paperwork, and equipment. (2 units)

81. British Comic Drama
Introduction to three centuries of English stage comedy. Forms and interests; literature and spectacle.

UPPER-DIVISION COURSES

110. Classical Tragedy

See Classics 182.

111. Classical Comedy

See Classics 186.

112. Modern Drama

Continental drama from Ibsen to the present in translation. Offered in alternate years.

113, 114. English Drama I, II

See English 113 and 114.

116. Shakespeare's Tragedies

See English 116.

117. Shakespeare's Comedies

See English 117.

118. Shakespeare's Histories

See English 118.

119. American Drama

Drama in the United States from 1787 to the present. Emphasis on the modern period.

120. Acting Styles I: Classical Tragedy

Lecture, demonstration, and practice in acting ancient Greek tragedy. *Prerequisite: Theatre 52 or equivalent.* Offered in alternate years.

121. Acting Styles II: Comedy

Focus on Commedia dell'Arte, Moliere, Restoration period Comedy of Manners. *Prerequisite: Theatre 52, 120, or equivalent.* Offered in alternate years.

122. Acting Styles III: Shakespeare

Techniques for performance of Shakespearean and Elizabethan drama. *Prerequisite: Theatre 52 or equivalent.* Offered in alternate years.

123. Modern Acting

Ensemble work; skills developed through experimental and absurdist drama. *Prerequisite: Theatre 52, 120, or equivalent.*

124. Acting for Nonmajors II

Continuation of 24. *Prerequisite: Theatre 24.*

125. Drama Workshop

See Theatre 25. (2 units)

126. Summer Theatre

See Theatre 26. (1–10 units)

129. Rehearsal and Performance

See Theatre 29. (2 units)

130. Painting for the Stage

The psychology of color and practical application of paint as employed in all areas of scenic and costume design.

132. Lighting Design

Application of lighting skills to production design. *Prerequisite: Theatre 32 or equivalent.* Offered in alternate years.

133. Scene Design

Application of graphic skills to scenic design. Styles, scene painting technique, set decor. *Prerequisite: Theatre 70 or equivalent.* Offered in alternate years.

134. History of Fashion I

Study of the influence of social background on structure, style, and the use of clothing in the Western world from ancient times to the seventeenth century. Offered in alternate years.

135. History of Fashion II

Study of the influence of social background on structure, style, and use of clothing in the Western world from the eighteenth century to the present. Offered in alternate years.

36. Graphic Design

ayout, illustration, composition of ad-ertising, media, and poster and program esign as applied to the performing arts.

37. Pattern Drafting and Draping for the Stage

rafting and draping techniques for a asic bodice, skirt, sleeve, and collars and chniques for developing variations. mphasis on drafting period garments. *rerequisite: Theatre 31 or permission of istructor.* Offered in alternate years.

38. Costume Design

rinciples of costume design for the age. Fabrics and special materials. endering.

39. Production Workshop

e Theatre 39.

40. Advanced Ballet I

erequisite: permission of instructor.

41. Advanced Ballet II

erequisite: permission of instructor.

42. Advanced Jazz Dance

erequisite: permission of instructor.

43. Choreography

provisation, composition. Theory and inciples of dance choreography. *Prereq-site: Dance 49 or equivalent.*

44. Dance History

istorical role of dance in society from cient to modern times. Offered in ernate years.

46. Advanced Modern Dance I

erequisite: permission of instructor.

47. Advanced Modern Dance II

erequisite: permission of instructor.

48. Advanced Modern Dance III

erequisite: permission of instructor.

170. Playscript Analysis

Selected plays. Emphasis on interpreting the script in terms of production values.

171. Play Writing

Critical analysis of dramatic structure for the playwright. Scenarios, character studies, writing of original plays. Offered in alternate years.

172. Theory of Stage Directing

Basic course in the problems, techniques, and theory of directing plays for the live theatre. *Prerequisites: Theatre 11, 20 or 24, and 170.*

173. Stage Directing Practice

Two-quarter project in directing. A short play fully staged. *Prerequisites: Theatre 172 and previous permission of instructor.*

174. Drama and Criticism

Preparing to be theatre critic: what to expect from a performance, understanding production style, assessing physical production, appraising directing, finding an audience for criticism. Reviewers' privileges and responsibilities.

175. Theatre Administration

Functions and techniques of the producer, business manager, house manager, stage manager, treasurer, and publicist. Offered in alternate years.

186. Special Topics in Drama

Special upper-division topics in dramatic literature. May be repeated for credit as topic varies. (Also listed as English 186.)

187. Special Topics in Theatre History

Topics vary. Satisfies lower-division theatre history requirement for theatre and dance majors. May be repeated for credit.

191. Seminar in Arts Administration

Multidisciplinary studies (art, music, theatre) in problems of arts administration. (Also listed as Art 191 and Music 191.)

198. Practicum

Reserved for projects with recognized institutions outside of the University. Written proposal must be approved by instructor and department chair one week prior to registration.

199. Recital/Creative Projects/ Directed Reading/Directed Research

Three areas of directed study: recital, reserved for seniors in acting and dance with prerequisite courses; creative projects in directing, choreography, technical production, design, play writing, administration; directed reading and/or research. Written proposal must be approved by the instructor and department chair one week prior to registration.

6

Leavey School of Business and Administration

The Leavey School of Business and Administration offers a professional education emphasizing humanistic and moral development as well as technical proficiency.

The Leavey School of Business and Administration confers a Bachelor of Science in Commerce degree in Accounting, Decision and Information Sciences, Economics, Finance, Marketing, and Organizational Analysis and Management. A minor in general business is also available.

REQUIREMENTS FOR MAJOR: BACHELOR OF SCIENCE IN COMMERCE

The program of study for the degree of Bachelor of Science in Commerce, which consists of a total of 175 quarter units, includes courses that fulfill the goals of the University Curriculum, the School of Business and Administration curriculum, and the respective departmental major curriculum.

For the Bachelor of Science degree, students must fulfill the following University and College requirements:

Composition and Literature

Three courses: (a) two courses in composition and rhetoric, normally English 1 and 2; and (b) one course in writing or in literature that includes a writing component. This course should preferably be taken after completing 60 quarter units.

Western Culture

Two courses in one of the following sequences: (a) English 11, 12, and 13; or b) History 11, 12, and 13; or (c) Philosophy 11, 12, and 13; or (d) Art History 1, 12, and 13. The two courses in Western Culture should normally be taken in equence.

Foreign Language

Successful completion of the second course of the first-year sequence in a single classical or modern language. Students who have successfully completed the third year of study in a single classical or modern foreign language during high school or who demonstrate an equivalent level of proficiency by passing a language proficiency examination are exempt from the requirement.

Social Sciences

Two courses: Economics 1 and 2 (Principles of Economics I and II)

Mathematics and Natural Sciences

Two courses: Mathematics 11 and 12 (Calculus and Analytic Geometry I and II)

Ethics

One course in general or applied ethics from the ethics offerings in the Department of Philosophy

Religious Studies

Three courses: (a) two courses, normally taken during the freshman and sophomore years—one Introductory-Level Religious Studies course and one Intermediate-Level Religious Studies course; and (b) one Advanced-Level Religious Studies course taken after completing 88 quarter units. These courses are to be taken in sequence.

Accounting

Three courses: Accounting 1, 2, and 3

Computer Science

One course selected from Decision and Information Sciences 17, Computer Engineering 4, or Mathematics 10

Statistics

One course selected from Decision and Information Sciences 40 or Economics 55

During their junior and senior years, students must complete the balance of the 175 quarter units required for graduating. Besides the Advanced-Level Religious Studies course, these must include a minimum of 13 upper-division courses (65 quarter units).

1. Eight courses providing a common core of knowledge
   a. Either Management 160 (Organization and Management) or Management 161 (Organizational Structure and Design)*
   b. Marketing 181 (Principles of Marketing)
   c. Finance 121 (Financial Management)
   d. Economics 114 (Microeconomics I)
   e. Decision and Information Sciences 108 (Production Management)
   f. International business: one course selected from Economics 180 or 182, Finance 151, Management 170, Marketing 178, or Accounting 133
   g. Quantitative analysis: one course selected from Decision and Information Sciences 100, Mathematics 122, Economics 173, Economics 174, Decision and Information Sciences 104, Accounting 134
   h. Management 162 (Strategic Management)
2. Five courses in one of the major fields

Students must also fulfill the course requirements for the departmental major. For these requirements, consult the departmental description for the respective major: Accounting, Decision and Information Sciences, Economics, Finance, Marketing, Organizational Analysis and Management.

Depending on the departmental major requirements, students will have a number of elective courses. At least 40 percent must be in courses offered outside the Leavey School of Business and Administration. Students are expected to distribute their electives among the behavioral sciences.

The University also offers two programs, the International Business program, open to students in the Leavey School of Business and Administration and the College of Arts and Sciences, and the Retail Studies program, open to all students. Further information on these programs appears in the Special Programs section of this catalog.

DEPARTMENT OF ACCOUNTING

Professor Emeritus: Thomas Maier
Professors: Paul L. Locatelli, S.J., Charles F. Louie
Associate Professors: Marlynn K. Bohman, Jane A. Ou, James F. Sepe *(Chair)*, Neal L. Ushman
Assistant Professors: Vidya N. Awasthi, Suzanne M. Luttman, Lynn M. Pringle, Shahrokh M. Saudagaran
Robert and Barbara McCullough Professor: Jane A. Ou

The Department of Accounting provides students with the conceptual and business foundation for careers in public accounting and in business, government, and not-for-profit organizations.

Management 60 (People in Organizations) *or* 160 is a prerequisite for Management 161.

REQUIREMENTS FOR MAJOR

Lower Division

In addition to the University Curriculum and School requirements, accounting majors must include the following courses in their lower-division programs:

1. Management 18 (Legal Environment of Business I) or Management 20 (Legal Environment of Business II)
2. One course in oral communications, either Communication 20 (Public Speaking), Communication 23 (Oral and Written Communication), or Communication 25 (Group Processes)
3. One course in behavioral science chosen from psychology, anthropology, or sociology

Upper Division

Eight upper-division courses: Accounting 130, 131, 132, 133, 136, 137, 138, and 134. Students preparing for careers in professional accounting should include 135 (Advanced Accounting Theory).

LOWER-DIVISION COURSES

1. Introduction to Accounting

The role of accounting information in economic decision-making. Review of alternative financial accounting models. Managerial accounting issues related to budgeting and performance evaluation. The environment of accounting standard-setting in the United States and abroad. The audit function in financial reporting. Corporate annual reports. Significant current developments in accounting. *Prerequisite: sophomore standing.* (Open to nonbusiness students in winter and spring quarters only.)

2. Financial Accounting

Introduction to principles and procedures underlying external financial reporting. Description of double-entry system and the accounting cycle. Analyses of accounting for assets, liabilities, owners' equity, revenues, and expenses. Preparation and interpretation of financial statements. *Prerequisites: ACTG 1 and DISC 17 or equivalent.*

3. Managerial Accounting

Introduction to accounting for management planning, control, and decision-making. Cost-profit-volume relationships; cost and revenue information for routine and nonroutine decisions; budgeting and profit planning. Discussions of standard costing, responsibility accounting, and decentralization and transfer pricing in the context of management control of operations. *Prerequisite: ACTG 2.*

UPPER-DIVISION COURSES

130. Intermediate Accounting I

Intensive analysis of generally accepted accounting principles as applied to asset accounting. Standards and alternative procedures for accounting for current assets, investments, plant, and intangibles. *Prerequisite: ACTG 2.*

31. Intermediate Accounting II

ntensive analysis of generally accepted ccounting principles as applied to ac- ounting for liabilities, stockholders' eq- ity, and the statement of cash flows. ccounting for income taxes, pension, eases, and the reporting of corporate arnings. *Prerequisite: ACTG 130.*

32. Advanced Accounting I

artnership accounting from organiza- on and operations to liquidation. Study f accounting for business combinations nd consolidated statements of affiliated orporations. Purchase accounting and ooling-of-interests accounting. Inter- ompany asset transfers and other recip- ocal relationships. Ownership changes nd segment reporting for diversified com- anies. *Prerequisite: ACTG 131.*

33. Advanced Accounting II

nternational accounting, including for- ign operations and transactions and nternational accounting standards; ac- ounting for public sector organizations nd other not-for-profit organizations, ncluding topics in governmental ac- ounting and accounting for colleges, niversities, and health and welfare orga- izations. *Prerequisite: ACTG 132.*

34. Accounting and Information Systems

ntroduction to accounting information ystems both in abstract and specific tuations—in particular, a study of the nfluence of computer-based information ystems on the functions of the account- nt and the accounting profession. Focus n the concepts, applications, and design f accounting information systems that rovide management with useful and elevant information. *Prerequisites: CTG 3 and DISC 17 or equivalent.*

135. Advanced Accounting Theory

Financial accounting theory. Historical developments of accounting principles and accounting thought; accounting theories at the structural, interpretational, and behavioral levels; recent developments in empirical research and the role of research in accounting policy decisions of rule-making bodies. *Prerequisite: ACTG 132.*

136. Advanced Cost Accounting

Detailed study of job-order, process, and standard cost accounting systems. Budgeting and standard costs and cost-profit-volume analysis in planning and control. Decentralization, transfer pricing and divisional performance measurement, and the use of accounting data in capital budgeting decisions. *Prerequisite: ACTG 3.*

137. Auditing

Examination of the techniques used to obtain and evaluate evidence regarding (1) assertions about the quality of performance of management (operational auditing); and (2) assertions made by management in financial statements of the firm. *Prerequisite: ACTG 131.*

138. Income Taxation

Federal income tax practice and theory applied to the determination of tax liability of the individual. Similarities and differences for partnerships and corporations. *Prerequisite: ACTG 131.*

198. Internship

Opportunity for selected upper-division students to work in local government units or firms. *Prerequisite: upper-division standing and approval of the Undergraduate Committee.*

199. Independent Study

DEPARTMENT OF DECISION AND INFORMATION SCIENCES

Professors: Chaiho Kim, Steven Nahmias *(Chair)*, Stephen A. Smith
Associate Professors: Charles D. Feinstein, Manoochehr Ghiassi, Zbynek L. Vancura
Assistant Professors: Rhonda Lee Righter, Paul M. Thompson
Joseph S. Alemany Professor: Chaiho Kim
JCPenney Research Professor: Stephen A. Smith

The Department of Decision and Information Sciences offers instruction to all businesss students in the use of computers and management science techniques to solve the operational and decision-making problems of today's complex organizations.

The Decision and Information Sciences major (DISC) offers courses in the design, implementation, and evaluation of computerized information and decision support systems. Although most of the graduates have chosen careers in management of information systems, some have chosen careers in other functional areas of business such as production and operations management, finance, and marketing.

REQUIREMENTS FOR MAJOR

Lower Division

In addition to the University Curriculum and School requirements, the decision and information sciences major must include the following courses:

DISC 30 (Structured Programming) *or*
DISC 31 (Business Applications Programming)

Upper Division

Five electives from DISC 102, 103, 105, 106, 107, 109, 110, 111, 112, 113, 117, 198, and 199

LOWER-DIVISION COURSES

17. Introduction to Computers

Basic concepts of computers and computer programming. Introduction to the personal computer with in-depth coverage of spreadsheets, data-base and word processing applications.

30. Structured Programming

How to develop and implement well-structured programs for business applications using C. Foundation for the study of physical data-base design and operating systems. Students who have received credit for Mathematics 10 may not take this course for credit. *Prerequisite: DISC 17 or equivalent.*

31. Business Applications Programming

Development of business applications programs using COBOL. Foundation for

: study of systems analysis and applica-
ns development in the data-base envi-
ıment. *Prerequisite: DISC 17 or*
ıivalent.

. *Advanced Computer Programming*

rious techniques of advanced pro-
ımming concepts. *Prerequisite:*
SC 30.

. *Statistics*

eory and applications of probability
l statistics for managerial decision-
king. Topics covered include
›bability theory, random variables,
functions of random variables, sampling theory and techniques, statistical estimation and hypothesis testing. Additional coverage may include simple and multiple regression analysis. *Prerequisites: Math 11 and 12 and DISC 17 or equivalent.*

70. Physical Data-Base Design

Methodology for design of physical file structures to support single and multiple file applications. Data structures, file structures, file access methods, file manipulation, and algorithmic analysis. *Prerequisite: DISC 30.*

UPPER-DIVISION COURSES

0. Quantitative Methods

ncepts and applications of quantita-
e models for managerial decision-
king. Models include linear program-
ıg, transportation, networks, waiting
es, and simulation. *Prerequisite: DISC*
or equivalent.

2. Seminar in Decision Science

›ics related to current faculty interests.
ısideration of relevant new develop-
nts in theories and applications in the
a of decision science. *Prerequisite:*
mission of instructor.

3. Operations Research

ıdamental concepts in operations re-
rch for controlling stochastic environ-
nts. Brief review of probability con-
ts. Discussion of Markov processes
h application to such areas as brand
tching, waiting-line processes, and in-
tory models. A team project assign-
ıt is likely to be included. *Prerequi-*
s: Math 11 and 12.

104. Management Information Systems

Introductory course in management information systems. Data processing technology, data management, functions of MIS, MIS design, and implementation and evaluation of MIS systems. *Prerequisite: DISC 17.*

105. Data-Base Management

Study of the ways in which the large and very large data bases in business and other organizations are stored, retrieved, and updated. At the storage level or physical level, the appropriateness of different physical file structures for different applications. At the conceptual level, the principal approaches to modeling data: the relational, hierarchical, and network data models. Specialized languages for data management and the integration of the aforementioned concepts and capabilities in generalized database management systems. *Prerequisite: DISC 104 or consent of instructor.*

106. Systems Analysis and Design

Introduction to the concept of systems analysis and design with an emphasis on the computer-based information system. *Prerequisite: DISC 100 or 104.*

107. Operating Systems

Survey of the functions of the integrated sets of programs, called operating systems, that control the operation of computers. Foundations for understanding the basic issues of data management, data communications, and performance evaluation of computer systems. Asynchronous processes, concurrent processes, process and job scheduling, deadlock problems, memory management, device management, file systems, and recovery and security procedures. Students who have received credit for COEN 177 may not take this course for credit. *Prerequisite: DISC 30 or equivalent.*

108. Production Management

Survey of problems and analysis related to the production of goods and services. Topics chosen from the following: demand forecasting, production planning and scheduling, inventory control, material requirement planning, cost and quality control, facility location, and layout. *Prerequistite: DISC 40 or equivalent.*

109. Office Information Systems

Survey of office automation for the business manager. Overview of current equipment, techniques for planning and evaluating office information systems, and human and organizational impacts of office automation. Practical experience in office automation through case study projects and use of the University's computer systems. *Prerequisite: DISC 100 or 104.*

110. Computer Simulation Modeling

Examination of computer simulation modeling for the design and operation of complex processes or systems. Theory and techniques of simulation and simulation languages such as SLAM, GPSS, and GASP. inventory control, assembly a job shop scheduling, and manufacturi process design. *Prerequisites: DISC 30 a 40 or consent of instructor.*

111. Computer Communication Systems

Study of the concepts, hardware, software, economics of data communica tion, computer networks, and distribute processing systems. Communication technologies, terminal types, single- and multi-host network configurations, network design, distributed processing modes, distributed data bases, cost-bene fit analysis in telecommunications, and distributed processing. *Prerequisite: DISC 100 or 104.*

112. Artificial Intelligence for Business

Study of the applications of artificial intelligence techniques for designing an implementing expert systems for busine and industrial applications. Experience i building simple knowledge-based system using LISP or PROLOG programming languages. *Prerequisite: DISC 100 or 104*

113. Decision Support Systems

Study of the design, implementation, an evaluation of interactive computer-base systems that help decision-makers utiliz data and models to solve semistructured and unstructured problems. *Prerequisite: DISC 100 or 104.*

117. Software Development Project

Integration of system and programming concepts to develop a comprehensive software system. *Prerequisite: DISC 30 o 31.*

198. Internship

Opportunity for selected upper-division students to work in local government units or fims. *Prerequisite: upper-division standing and approval of the Undergradu ate Committee.*

199. Independent Study

DEPARTMENT OF ECONOMICS

Professors: Mario L. Belotti, William F. Donnelly, S.J., Alexander J. Field *(Chair)*, John M. Heineke, Thaddeus J. Whalen, Jr.
Associate Professors: Peter Chinloy, Henry G. Demmert, Laurence R. Iannaccone, Thomas R. Russell
Assistant Professors: Richard T. Coz, S.J., Linda Kamas, Laurence Levin, Helen Popper, William A. Sundstrom
Acting Assistant Professor: Mah-Lih Chen
W. M. Keck Foundation Professor: Mario L. Belotti
Stephen and Patricia Schott Professor: Peter Chinloy

one of the social sciences, economics studies how society produces, distrib-
:s, and consumes its goods and services, focusing particularly on the alloca-
n of scarce resources among different sectors and households. This practical
d highly relevant discipline provides insights into such real world problems
unemployment, inflation, environmental deterioration, and world hunger.
e study of economics emphasizes rigorous and systematic analysis and
ovides an excellent background for graduate study in economics, law, busi-
ss, or government, as well as employment in the private and public sectors.
e majority of economics graduates pursue careers in business, domestic and
ernational banking, government, or private economic consulting.

QUIREMENTS FOR MAJOR

In addition to fulfilling University and School requirements for a Bachelor Science in Commerce degree, majors in economics in the Leavey Business hool must complete the following departmental requirements:

wer Division: Economics 3
per Division: Economics 115 and 116 and four economics electives

te: Students are strongly encouraged to take Econometrics (ECON 173) in isfaction of their quantitative analysis requirement; and to take Statistics ISC 40), Econometrics (ECON 173), and Aggregate Economic Theory (ECON 5) in consecutive quarters.

LOWER-DIVISION COURSES

Principles of Economics I

oduction to the general principles, ninology, and methods of macro-nomics.

Principles of Economics II

oduction to the general principles, ninology, and methods of micro-nomics.

3. Principles of Economics III

Contemporary economic issues and problems. Use of the methodology and tools learned in Economics 1 and 2 to investigate in detail some of the major economic issues of the day. *Prerequisites: ECON 1 and 2 or permission of instructor.*

12. Economic History and Development

History and economic development with special attention to the North Atlantic community. Comparative institutions and economic systems.

UPPER-DIVISION COURSES

Prerequisites: Economics 1 and 2, or approval of the Undergraduate Committ are required for all upper-division courses.

114. Microeconomics I

Introduction to the theory of demand, production, cost, and pricing.

115. Aggregate Economic Theory

Macro, or aggregative, aspects of the economy, emphasizing modern macroeconomic models for explaining the level of output, employment, and prices. *Prerequisite: ECON 173.*

116. History of Economic Thought

Evolution of economic ideas and their influences on the development of economic practices. *Prerequisites: ECON 114 and 115.*

117. European Economic History

Study of the preindustrial environment and industrial growth patterns of Western Europe.

119. American Economic History

Study of growth and institutional change in the U.S. economy since colonial times. Topics include early industrialization, the economics of slavery, and the rise of large business enterprises and labor unions.

120. Economics of the Public Sector

Microeconomic analysis of the role of government in the market economy. Supply of public goods and services, government's role in controlling externalities and regulating private industry, and the economics of the political process. *Prerequisite: ECON 114.*

121. Microeconomics II

Applications of microeconomic theory familiar economic problems. *Prerequis ECON 114.*

122. Money and Banking

Theoretical, institutional, and historica approach to the study of money and banking, with particular emphasis on t relationship between the monetary and banking system and the rest of the economy. *Prerequisite: ECON 115 or permission of instructor.* (Students may not take *both* ECON 122 and FNCE 12 for credit.)

124. Industrial Organization

Microanalysis of the structure, conduct and performance of U.S. industry. *Prerequisite: ECON 114.*

126. Economics and the Law

Application of the tools of economic theory to the analysis of law and legal institutions as they exist in the contem rary United States. *Prerequisite: ECON 114 or permission of instructor.*

127. Public Finance: Taxation

Analysis of various types of tax policies and their effect on the economy. Indivi ual income taxes, corporate income tax consumption taxes, payroll taxes, state and local taxes, and other alternative forms of taxation.

128. Business Cycles and Forecasti

Study of the nature and causes of economic instability in an industrial econo my. *Prerequisite: ECON 115 or permission of instructor.*

1. Economic Development

lysis of the historical and theoretical text underlying present efforts to ease the rate of economic growth in erdeveloped countries.

1. Latin American Economic Development

mination of the economic develop- t of Latin American countries, with icular emphasis on the relationships veen economic growth and their so- political, and economic structures.

1. Asian Economic Development

ly of the economic development of n countries, with particular emphasis he relationships between economic th and their social, political, and omic structures.

1. Growth Dynamics and Planning

ly of various theoretical growth mod- nd their application to development, ning, and project evaluation. *Prereq- es: ECON 114 and 115.*

1. Economic Development of Japan

lysis of the historical development of ern Japanese economy from the ji era to the present with an emphasis he relationship between government, ness, and labor.

1. Real Estate and Urban Economics

mination of the economics of urban lems with emphasis on location and use, the real estate market, and sportation. *Prerequisite: ECON 114 rmission of instructor.*

1. Real Estate

quarter in senior year. Entails a rch project on a specific program. ides financing, marketing, develop- t, and construction. (Open only to nts admitted to the Real Estate ram.)

144. Real Estate Studies Program Internship

One quarter spent as an employee of a real estate firm or lender. Students exposed to construction, appraisal, or financing. (Open only to students admitted to the Real Estate program.)

150. Human Resources Economics

Study of labor productivity, incomes, and employment and how these are affected by labor organizations and labor legislation.

161. The Economics of Race, Ethnicity, and Gender

Empirical and theoretical examination of economic issues relating to race, ethnicity, and gender. *Prerequisites: ECON 114 and 173.*

162. Ethics and Economic Thought

Use of welfare economics to investigate the issues of distributive justice and market allocation. Topics include utilitarianism, Rawls's maximin principle, Nash fairness, and Arrow's impossibility theorem.

170. Mathematical Economics and Optimization

Generalization and reformulation of many familiar micro- and macroeconomic models as mathematical systems. Focus on exploring the properties of these models using mathematical techniques on static models. *Prerequisites: Math 11 and 12 and ECON 114 and 115, or consent of instructor.*

171. Mathematical Economics: General Equilibrium Theory

Study of the mathematical model of market equilibrium. Existence, uniqueness, efficiency, core equivalence, dynamics, and growth. *Prerequisites: Math 11 and 12, ECON 114 and 115, or consent of instructor.*

173. Econometrics

Methods to analyze economic data. Time series data, index numbers, hypothesis

testing, and simple regression. *Prerequisites: DISC 17 and 40.*

174. Statistical Analysis

Foundations of statistical research methods, including distribution theory, estimation, testing, and prediction, with special emphasis on multivariate models. *Prerequisites: Math 11 and 12 or equivalent.*

177. Advanced Econometrics

Introduction to the techniques used by economists to estimate and test economic relationships. Focus on regression analysis, time series problems, and estimation of multiple equation models. *Prerequisite: ECON 173 or equivalent.*

180. International Economics

Analysis of the theory of international trade, problems in balance-of-payments adjustments, and international economic policies. *Prerequisite: ECON 114.*

182. International Business Economics

The institutions and processes influencing the environment for an enterprise involved in international business. Examination of the concepts, information sources, determinants of exchange rate and evolution of the multinational corporation. Open only to nonmajors.

185. Economics of Technological Change

The economic consequences and causes of technological change. Examines a succession of technological and organizational breakthroughs and the developments that made these breakthroughs possible.

188. Economics Seminar

Modern economic theories and problems. Admission by invitation only.

198. Internship

Opportunity for selected upper-division students to work in local governmental units or firms. *Prerequisite: upper-division standing and approval of the Undergraduate Committee.*

199. Independent Study

DEPARTMENT OF FINANCE

Professors: Francis J. Corrigan, Wayne Y. Lee, Hersh M. Shefrin, Meir Statman *(Chair)*
Assistant Professors: Edward H. Chow, Sally A. Hamilton, Diana Hancock, Hoje Jo

The finance function, practiced at the personal or organizational level, private and public, is an integral part of the resource allocation process in a well-functioning economy. Through course work that blends theory and practice, the Department of Finance provides students with the background and skills necessary to meet the ever-increasing complexity and demands of today's product and capital markets.

REQUIREMENTS FOR MAJOR

1. Finance 121 and at least two courses from 124, 125, and either 126 or Economics 122

2. Three electives from Finance 124, 125, 126 (or Economics 122), 127, 128, 129, 143, 144, 145, 148, 150, 151, 198, 199, and Agribusiness 183

UPPER-DIVISION COURSES

21. Financial Management

ıtroduction to the basic concepts of orking capital and fixed asset manage- ıent, valuation, and cost of capital. opics include financial analysis and recasting, cash management, credit pol- y, capital budgeting, short- and long- rm financing, stock and bond valua- on, dividend policy. *Prerequisites: CTG 1, 2, and 3.*

24. Investments and Investment Institutions

troduction to the nature and functions securities markets and types of finan- al instruments traded. Topics cover the rmulation of investment goals and olicies, trading strategies, and portfolio anagement. Focus is on security analy- s and valuation. *Prerequisite: FNCE 21.*

25. Financial Policy

-depth examination of the interrela- onships between investment and financ- g decisions and their impact upon a m's pattern of cash flows, return, and sk. Special emphasis on the develop- ent of analytical techniques and skills r analyzing performance reflected in ıancial statements. Case studies may be ed. *Prerequisite: FNCE 121.*

26. Money and Capital Markets

ole and function of financial institu- ns, financial flows, interest rate struc- res, money, and capital markets. High- hts the implications for the rmulation of business financial policy. udents may not take *both* Finance 126 d Economics 122 for credit.) *Prerequi- e: FNCE 121.*

27. Personal Finance

rvey of various areas in personal ancial planning. Personal credit and its es; home ownership (tax effects and other advantages); basic investment media; estate planning.

128. Real Estate Finance

Analytical concepts associated with the financing of real estate. Market, location, and risk analysis; modern appraisal methods; and impact of economic and environmental trends on real estate values. *Prerequisite: FNCE 121.*

129. Senior Finance Seminar

Selected topics in financial management, theory, and research. Topics will be partially determined by interests of the instructor and seminar members. Emphasis on discussion of papers and individual readings. *Prerequisites: FNCE 124, 125, or 145, depending on instructor.*

143. Real Estate

One quarter in senior year. Entails a research project on a specific program. Includes financing marketing, development, and construction. (Open only to students admitted to the Real Estate Program.)

144. Real Estate Studies Program Internship

One quarter spent as an employee of a real estate firm or lender. Students are exposed to contruction, appraisal, or financing. (Open only to students admitted to the Real Estate Program.)

145. Management of Financial Institutions

The general management and policies of financial institutions. Topics include regulation of financial institutions, interest rate risk management, liquidity, credit and capital management, investment, and commercial and mortgage banking. *Prerequisites: FNCE 121 and 126 or consent of instructor.*

148. Principles of Insurance

Survey of the general principles of insurance and their application to the various branches of the field. *Prerequisite: FNCE 121.*

150. Life Insurance

Study of the theoretical concepts that underlie the business and personal uses of life insurance and annuities.

151. International Finance

Examination of the functioning of the international monetary system as well as the financial problems of business firms operating internationally. Transfer of in ternational payments, foreign exchange rates, balance of payments, internationa liquidity, investment, financial markets banking, and financial management. *Pr requisite: FNCE 121.*

198. Internship

Opportunity for selected upper-division students to work in local governmental units or firms. *Prerequisite: upper-divisi standing and approval of the Undergradu ate Committee.*

199. Independent Study

DEPARTMENT OF MARKETING

Professor Emeritus: Ronald L. Stucky
Professors: Albert V. Bruno, Shelby H. McIntyre, Tyzoon T. Tyebjee *(Chai*
Associate Professors: Dale D. Achabal, Karen F. A. Fox, J. Michael Munsc
Assistant Professor: Edward F. McQuarrie
Acting Assistant Professor: Peter Crosbie
Glenn Klimek Professor: Albert V. Bruno
JCPenney Research Professor: Shelby H. McIntyre
L. J. Skaggs Professor: Dale D. Achabal

Marketing operates at the cutting edge of a well-managed organization. Deve opment of decision-making and managerial skills are the major objectives the Department of Marketing program, with special emphasis in innovatio high technology, retailing, and consumer products.

REQUIREMENTS FOR MAJOR

1. Marketing 181, 183, and 189
2. Three courses from Marketing 165, 166,* 178, 179, 182, 184, 185, 18 188, 198,* and 199

UPPER-DIVISION COURSES

165. Retail Management

Study of trends in retailing and the special managerial problems of retailers. Critical analysis of the retailing process, the environment within which it operates, and the managerial functions that are performed. In-depth examination of financial and merchandise strategies.

*Counts as an elective *only* if taken for 5 quarter units.

66. *Retail Studies Program Internship*

ne quarter (usually summer or fall ıarter of the senior year) spent as a full-ne employee of a major retailer. During e internship, students are exposed to at ast two of the following areas: merchan-sing, personnel, store management, op-ations, finance, and advertising/promo-ɔn. Open only to students admitted to e Retail Studies program. *Prerequisites: 'KTG 165 and 181.*

68, 169. *Retail Studies Seminars*

-depth examination of a number of pics useful to future executives in a tailing environment. Retail accounting ethods, merchandise information sys-ms, personnel and sales force manage-ent, negotiation, sales promotion and lvertising, communications, merchan-sing, and retail strategy. *Prerequisites: 'KTG 181, 165, 166, and consent of structor.*

78. *International Marketing*

udy of the principles, instruments, and stitutions of international marketing. ternational marketing issues relevant to netrating foreign markets through ex-ɔrts, licensing, joint ventures, and mul-ıational operations. *Prerequisite: KTG 181.*

79. *Small Business Entrepreneurship*

aluation of venture ideas and the nversion of these ideas into viable ntures. Discussions of cases, lectures, d presentations by guests who have had perience relating to the starting of new terprises (e.g., bankers, attorneys, en-preneurs). Members of the class are ɛed to develop their own five-year siness plan for a new enterprise. *Pre-ıuisite: some knowledge of accounting d finance.*

1. *Principles of Marketing*

ploration of the role of marketing in ɔiety. Discussion of marketing institu-ns and analysis of the critical position of marketing in business strategy. Analysis, planning, and control of the marketing function. Use of cases and field projects to apply basic principles.

182. *Marketing Management and Strategy*

Application of marketing concepts and tools to the understanding of the labor market, career planning, self-analysis, and self-marketing. Discussions of readings, lectures, and presentations by guest speakers. Class members conduct informational interviews and library research on companies and specific jobs and prepare careere portfolios. Teams present forums on topics relevant to the course. *Prerequisite: MKTG 181.* Enrollment priority given to seniors.

183. *Buyer Behavior*

How consumers process information and make buying decisions. Investigation of influence factors (such as personality, culture, social class, motivation, perception, family, reference groups) on consumer decision-making. Decision processes of industrial buyers are also studied and compared to those of nonindustrial buyers. Particular emphasis on understanding the decision-making process (both consumer and industrial) and its application to the development of sound marketing strategy. *Prerequisite: MKTG 181 or consent of instructor.*

184. *Advertising and Promotion*

Study of the role of advertising in marketing. The communication process, definition of advertising objectives, strategy formulation, budgeting, media selection, copy testing, evaluating advertising results, and regulation. Student groups are required to develop and competitively present a comprehensive marketing plan or similar project. *Prerequisite: MKTG 181.*

185. *Sales Management*

Incorporation of current sales management and quantitative techniques with concepts from the behavioral sciences. The various duties of the sales manager

with particular emphasis on the integrative nature of the tasks. *Prerequisite: MKTG 181.*

187. Brand/Product Management

Dynamic decision-making using a brand management game. Brand teams make inferences about the business environment, decide on what products to offer, what price to charge, how many salespeople to employ, and how much to budget for advertising, in addition to making production and marketing research decisions. Emphasis on the writing and presentation of the brand plan. *Prerequisite: MKTG 181.*

188. Ethics of Advertising and Selling

Application of ethical perspectives to decisions faced by advertisers and sellers. Focuses on resolving specific situations presented through cases and projects. Heavy emphasis on class discussion and debate.

189. Marketing Research

Study of the application of marketing research methodology to the solution of business problems. Role of marketing research: its design, execution, analysis, and implementation. Field projects and use of computers to analyze data. *Prerequisite: MKTG 181.*

198. Internship

Opportunity for upper-division students to work in local firms and complete a supervised academic project in that setting. *Prerequisites: declared Marketing major, either MKTG 183 or 189, and approval of faculty coordinator.*

199. Independent Study

DEPARTMENT OF ORGANIZATIONAL ANALYSIS AND MANAGEMENT

Professors: David F. Caldwell *(Chair)*, André L. Delbecq, James L. Koch, Dennis J. Moberg, Barry Z. Posner
Associate Professors: Jacques Delacroix, James L. Hall, Joel K. Leidecker
Assistant Professors: Barbara Levitt, Mark A. Seabright
Senior Lecturer: David R. Palmer
Charles J. Dirksen Professor of Business: Manuel G. Velasquez

The Department of Organizational Analysis and Management emphasizes rigorous theory and managerial application. Courses are offered in areas such as organizational behavior and design, personnel administration, industrial relations, and managerial communication. Additional courses in strategic management, business and public policy, and international management provide a middle-level management perspective.

Majors in management are those who want to develop balanced general management skills or to specialize in human resource management. Students with other majors who aspire to supervisory or managerial positions will find several of the department electives useful.

REQUIREMENTS FOR MAJOR

1. Three required courses: Management 60 *or* 160, 161, and 173
2. Three courses from Management 165, 166, 167, 169, 170, 171, 172, 197, 198, and 199

LOWER-DIVISION COURSES

11. Business and Society

Discussion and clarification of the role of business in modern society and its relationship with the social, political, and economic environments. The external environment of business and forces influencing the scope, functions, and objectives of business institutions. Lectures, class discussions, and case analyses.

18. Legal Environment of Business I

Examination of the law of contracts, agency, sales, commercial paper, secured transactions in personal property, personal property especially as applied to business, and a general investigation of law and court systems.

20. Legal Environment of Business II

Recognition and appreciation of legal problems incident to business transactions and how to achieve an ethical solution. Real property, partnerships, corporations, insurance, suretyship, and bankruptcy.

60. People in Organizations

Human behavior and job performance, motivation theory, interpersonal and group relationships, leadership, conflict and change. Cases, role plays, simulations, and exercises used to demonstrate principles. Open only to sophomores. (Business School students who take MGMT 60 must also take MGMT 161, rather than MGMT 160.)

UPPER-DIVISION COURSES

160. Organization and Management

Introduction to organization theory and practice, including management operation, concepts of organization, departmental and interdepartmental relations, and behavior in organizations. (Not open to students who have taken MGMT 60.)

161. Organizational Structure and Design

Theory and practice of organizational design. Issues include departmentation and coordination, the effect of context and technology on structure, and organizational growth, change, and decline. *Prerequisite: MGMT 60 or 160.*

162. Strategic Management

Study of the interrelationship and coordination of required functional courses—including accounting, finance, management, marketing, and production—leading to the formulation and implementation of corporate strategy. Comprehensive case analyses. *Prerequisite: senior standing.*

165. Organizational Politics

The use and misuse of power to influence organizational and personal outcomes. Emphasis on developing ethical and effective solutions to complex organizational problems where authority is inadequate. Principles are highlighted with the use of films, simulations, and cases. *Prerequisite: MGMT 60 or 160.*

166. Personnel Administration

Comprehensive review of the role and functions of personnel departments in business organizations, with particular emphasis on selection and placement, training and development, and compensation systems. *Prerequisite: MGMT 60 or 160.*

167. Industrial Relations

Examination of union-management relations. Why do employees join unions? How are organizing campaigns and elections won? What are typical negotiating

behaviors and strategies? Lecture/discussion, case analyses, negotiation and arbitration simultations, guest speakers. *Prerequisite: MGMT 60 or 160.*

169. Business and Public Policy

Study of the impact of social issues on business and business responses to adapt to and influence public policies. Includes ideology, corporate social responsibility, government regulations, and business political activity. Lectures/discussions; case analyses. *Prerequisite: MGMT 60 or 160, or consent of instructor.*

170. International Management

Overview of the issues and problems confronting managers in international work, divided into three segments: the global framework for shared production and trade, institutions by which international work is negotiated and regulated, and operational structures and strategies used by firms and controlled by managers and government representatives. Includes cases and provides a special understanding of nation-state benefits and controls, cultural-developmental variables, and human resource supplies and skills. *Prerequisite: MGMT 60 or 160.*

171. Managerial Communication

Interpersonal and small group communication. Negotiating behavior. Oral and written communication. Integrates theory and skill-building through reading, case analysis, and practice. *Prerequisite: MGMT 60 or 160, or consent of instructor.*

172. Special Topics in Management

Offered occasionally to introduce new topics that are not covered by existing electives. Topics generally reflect the research interests of the faculty teaching the course. *Prerequisite: MGMT 60 or 160.*

173. Applied Organizational Analysis

Primary focus is an analysis of an organizational topic. Each student works closely with a departmental faculty member in selecting and developing a topic that will result in a project paper and presentation to the department. Course provides students with background information useful in the job search. Class sessions include research methods and presentations. *Prerequisite: MGMT 161.*

197. Moral Responsibility and Business Practice

Examination of issues of social justice and responsibility in terms of contemporary business policy and practice. By applying ethical theory to case situations, the student should develop skills of moral reasoning in the complex personal, social, political, economic, and technological problems faced by modern managers. Taught by Charles J. Dirksen Professor of Business Ethics.

198. Internship

Opportunity for selected upper-division students to work in local organizations. *Prerequisite: upper-division standing and approval of the Undergraduate Committee.*

199. Independent Study

INSTITUTE OF AGRIBUSINESS

Professors: Mario L. Belotti *(Director)*, Robert A. Collins
Assistant Professors: Gregory A. Baker, S. Andrew Starbird
Naumes Family Professor: Robert A. Collins
W. M. Keck Foundation Professor: Mario L. Belotti

The Institute of Agribusiness offers an MBA in Agribusiness and the following undergraduate classes:

25. Resources, Food, and the Environment

Exploration of relationship among food production, resource use, and the environment. Topics include biotechnology, the green revolution, resource depletion, environmental degradation, and food safety.

100. Introduction to Agribusiness Management

Marketing, production, financial, and strategic management concepts are applied to the problems of firms producing, processing, and manufacturing food products. Particular emphasis on issues critical to agribusinesses, including quality control, seasonality, perishability, and food safety.

183. Commodities and Futures Markets

Introduction to the structure, operation, and functions of agricultural commodity markets. Topics include the determinants of agricultural price movement, speculation strategies, hedging strategies, options on agricultural futures, and the fundamental and technical analysis of prices. (Can be counted as a Finance elective.) *Prerequisites: ECON 1 and 2.*

186. Principles of Agricultural Economics

Study of the U.S. agricultural sector with emphasis on California: problems of production, comparative advantage of Western farm products on domestic and international markets, U.S. contributions to the world food supply. *Prerequisites: ECON 1 and 2.*

7

School of Engineering

The School of Engineering provides knowledge of the mathematical and natural sciences to prepare students to develop and use technology for the benefit of mankind.

The School of Engineering confers a Bachelor of Science degree in Civil Engineering, Computer Engineering, Electrical Engineering, Engineering, and Mechanical Engineering. Minors in general engineering and computer engineering are also available. The program of study for the degree of Bachelor of Science includes courses that fulfill the goals of the University Curriculum, School of Engineering curriculum, and engineering departmental major curriculum. Junior standing in the School of Engineering requires qualification by meeting certain minimum academic standards.

REQUIREMENTS FOR MAJOR: BACHELOR OF SCIENCE

The program leading to a degree of Bachelor of Science consists of a minimum of 197 quarter units with a grade point average of at least a C (2.0) in all course work at the University and in the student's engineering courses. Students must declare a major as a condition of registering for the junior year.

For the Bachelor of Science degree, students must fulfill the following University requirements:

Composition and Literature

Three courses: normally, English 1 and 2 and 182

Western Culture

Two courses in one of the following sequences: (a) English 11, 12, and 13; or (b) History 11, 12, and 13; or (c) Philosophy 11, 12, and 13; or (d) Art History 11, 12, and 13. The two courses in Western Culture should normally be taken in sequence.

Foreign Language

Recommended proficiency in one foreign language, which may be achieved in high school

Social Sciences

Two courses from the following: Anthropology 1, 2, 3; Economics 1, 2; Political Science 1, 2, 25, 40; Psychology 10, 11, 70; Sociology 1, 25, 33

Mathematics and Natural Sciences

Particular course requirements are in the respective departmental major descriptions.

Ethics

One course in general or applied ethics from approved ethics offerings in the Department of Philosophy

Religious Studies

Three courses in Religious Studies: (a) two courses, normally taken during the freshman and sophomore years—one Introductory-Level Religious Studies course and one Intermediate-Level Religious Studies course and (b) one Advanced-Level Religious Studies course, taken after completing 88 quarter units. These courses are to be taken in sequence.

Prerequisites

Prerequisites for engineering courses will be enforced. If there are any questions as to your qualifications for a course, check with the instructor.

Students must fulfill the following requirements for a *Bachelor of Science Degree in Civil Engineering:*

Humanities	**Units**
University requirements	41
English 182	2
Mathematics and Science	
Math 11, 12, 13, 21, 22 (or AMTH 106), AMTH 108	24
Chemistry 5, 6	10
Physics 4, 5, 6	14
CENG 20	4
Engineering	
COEN 4	4
ELEN 50	5
MECH 10, 121, 122	12
CENG 10, 41, 42, 43, 115, 121, 125, 128, 132, 134, 135, 140, 141, 143, 145, 192, 193	66
Two design electives from CENG 133, 136, 137, 138, 142, 144, 147	8
One technical elective from either CENG 118, 139, 199, or the design electives listed above	3
Electives	4

Total	197

Students must fulfill the following requirements for a *Bachelor of Scien Degree in Computer Engineering:*

Humanities	**Units**
University requirements	41
English 182	2
Mathematics and Science	
Math 11, 12, 13, 21, 22 (or AMTH 106), 122 (or AMTH 108)	24
Chemistry 5, 6	10
Physics 4, 5, 6	14
One of the following: Math 53 (Linear Algebra), Math 166 (Numerical Analysis), AMTH 118 (Numerical Methods)	4
Engineering	
CENG 41	4
MECH 10, 121	7
ELEN 50, 100, 115	15
COEN 4, 5, 22, 70, 72, 79, 121, 124, 172 or 174 or 176, 179, 194, 195, 196	49
Five additional upper-division computer engineering courses forming a coherent emphasis area selected in consultation with academic adviser	20
Recommended emphasis areas include	
a. 172, 174, 176 (software engineering)	
b. 122, 127, 133 (digital systems)	
c. 122, 177, 178 (computer subsystems)	
d. 171, 172, 175 (programming languages)	
Electives	8
Total	198

Students must fulfill the following requirements for a *Bachelor of Scienc Degree in Electrical Engineering:*

Humanities	**Units**
University requirements	41
English 182	2
Mathematics and Science	
Math 11, 12, 13, 21, 22 (or AMTH 106), and one math elective	24
Chemistry 5, 6	10
Physics 4, 5, 6, 7	19
Engineering	
CENG 41, 42	8
COEN 4, 22	8
MECH 10, 121	7
ELEN 50, 100, 104, 105, 110, 115, 121, 151, 194, 195, 196	44
Technical Electives	(min) 22
At least 22 units, of which at least two courses must be from *one* of the five option areas listed below. The remaining units must be	

from upper-division engineering, mathematics, or physical sciences. Of the 22 units, at least 12 must be in engineering design. (The number of design units associated with each of the EE elective courses is shown in parentheses below.)

a. Circuits, systems, and signal processing; 111(1), 112(3), 114(2), 130(2), 131(2), 133(2), 134(2)
b. Communications and microwaves: 109(0), 133(2), 141(2), 144(2), 145(3)
c. Digital systems: 117(2), 122(4), 124(4), 127(4), 128(2), 153(4)
d. Electronics: 112(3), 116(2), 117(2), 152(3), 153(4), 154(3)
e. Power systems: 160(1), 161(2), 162(2), 164(3)

Electives

Any additional courses so the total number of units in the program is at least 197

Total 197

Students must fulfill the following requirements for a *Bachelor of Science*)egree in Mechanical Engineering:

Humanities	**Units**
University requirements	41
English 182	2
Mathematics and Science	
Math 11, 12, 13, 21; AMTH 106, 118	24
Chemistry 5, 6	10
Physics 4, 5, 6	14
MECH 15	5
Engineering	
CENG 41, 42, 43	13
COEN 4	4
ELEN 50	5
MECH 10, 11, 114, 115, 121, 122, 123, 131, 132, 140 141, 142, 160, 194, 195, 196	65
Technical Electives	
One must be either MECH 133 or 143; the other can be any upper-division engineering course.	8
Electives	8
Total	199

Students must fulfill the following school and major requirements for a ıchelor of Science Degree in Engineering (3.25 GPA required for junior ıtry):

Humanities	**Units**
University requirements	41
English 182	2
Mathematics and Science	
Math 11, 12, 13, 21, 22 (or AMTH 106), and one math elective	24
Chemistry 5, 6	10
Physics 4, 5, 6	14

MECH 15	5
Engineering	
CENG 41, 42, 43	13
COEN 4, 5, 22	12
ELEN 50, 100, 121, 160	20
MECH 10, 11, 121, 122, 123	21
One of the following sequences:	
a. COEN 194, 195, and 196	
b. ELEN 194, 195, and 196	
c. CENG 192 and 193	
d. MECH 114 and 115	
Electives	25–27
Total	197

ENGINEERING HONOR CODE

The Engineering Honor Code is a long-standing Santa Clara tradition Instituted at the request of the engineering students, the code states: *"A students taking courses in the School of Engineering agree, individually an collectively, that they will not give or receive unpermitted aid in examinations o other course work that is to be used by the instructor as the basis of grading."* Students and teachers cooperate and share responsibilities under the code *Teachers* are responsible for making clear what aid is permissible and for usin procedures that minimize temptations to violate the code. *Students* are respon sible for behaving honorably, for actively ensuring that others as well a themselves uphold the code, and for being responsive to violations. *Student* dominate the administration of the code, and they take full responsibility fo trying cases of alleged violations and for recommending penalties. Allege violations should be reported to the Engineering Honor Code Committee More information on the code and its procedures is contained in a leafle available from the School of Engineering and the department offices.

ENGINEERING FACILITIES

The School of Engineering's laboratories are contained in three buildings i the Sullivan Engineering Center, originally built in 1960. Major reconstructio and renovation of existing facilities were completed in 1985–86. These facili ties are supported by the incremental tuition for engineering students.

General Computing Facilities

The School of Engineering has 50 Hewlett-Packard 9000 workstation grouped into two classrooms of 20 systems each, with the remaining 10 work stations distributed among engineering laboratories. All workstations run Hew lett-Packard's version of the UNIX operating system and have high-resolutio color graphics and a variety of software for computer-aided design (CAD) i

civil, computer, electrical, and mechanical engineering, as well as a variety of programming languages.

In addition, Santa Clara provides mainframe and personal computing facilities to support educational programs. Free noncredit short courses for both types of computers are offered periodically. Computer labs are typically open from 9:00 a.m. to midnight Monday through Friday, with hours slightly reduced on weekends.

The principal academic mainframe system is a Digital Equipment Corporation VAX-8650 running under the VMS operating system. Approximately 75 terminals are located in three laboratories across campus, and ten dial-up ports are available. Software includes nine programming languages (Ada, LISP, Prolog, Pascal, C, FORTRAN, COBOL, BASIC, and assembler), SPSS and SAS statistical packages, two simulation packages (SLAM and SIMSCRIPT), and two relational data-base systems (RDB and ORACLE). There is also a VAX-11/750 running under the UNIX operating system.

PCs are concentrated in three general-purpose laboratories containing 140 IBM machines and various software packages for word processing, spreadsheet and data-base applications, and programming. Each of these PCs can also function as a terminal to the VAXes.

Most of the academic computers are connected by an Ethernet local area network (LAN) that provides high-speed communications among the various systems. The VAX-8650 is also a node on the BITNET wide-area network, providing students and faculty with electronic mail and file-transfer connections to over 3,000 nodes in the United States, Canada, Europe, Japan, and other countries throughout the world.

Civil Engineering and Engineering Mechanics Laboratories

The *Civil Engineering Laboratories* contain equipment and facilities for experimentation in materials testing, stress analysis, soil mechanics, geology, concrete testing, surveying, and water quality.

The *Materials Testing Laboratory* is equipped with two universal testing machines for tension and compression testing of construction materials such as steel, aluminum, and wood. A 400,000-pound capacity compression machine is used to test concrete samples. Materials may also be tested in torsion, flexure, impact, and fatique for hardness. A variety of strain gauge equipment can also be used to test structural materials. The laboratory also contains a loading frame and a polariscope. Smaller structural samples can be tested in tension and compression on Instron and Applied Test Systems equipment. An HP Dynamic Signal Analyzer is used for testing dynamic properties of structural systems.

The *Soil Mechanics Laboratory* contains equipment for testing soils in shear, consolidation, and compaction and for other physical and chemical tests. Field testing and sampling equipment is also available. A complete cyclic triaxle testing system has recently been installed.

The *Geology Laboratory* is equipped with extensive rock and mineral samples as well as topographic, geologic, and soil maps.

The *Concrete Testing Laboratory* contains facilities for the mixing, casting, curing, and testing of concrete samples.

In the *Surveying Laboratory* a wide variety of equipment, such as self-leveling levels, transits, theodolites, and electronic distance-measuring devices is available for instructional purposes.

The *Water Quality Laboratory* is equipped with instrumentation needed for basic chemical and biological characterization of water and wastewater samples. Several pilot-scale treatment systems are also available.

The *Computational Analysis and Design Laboratory* contains high-speed personal computer systems used for course-oriented computer assignments and individual design projects. A variety of technical software packages are maintained on the systems with full documentation available to students.

Computer Engineering Laboratories

The *Digital Systems Laboratory* (operated jointly with the Electrical Engineering Department) provides complete facilities for experiments and projects ranging in complexity from a few digitial integrated circuits and other electronic components to complete computer systems. It includes a variety of development systems to support microprocessor-based design, VLSI design, and other computer design projects. It also holds facilities to support digital signal processing projects.

The *Object Technology Laboratory* (OTL) is a center for research and education in all aspects of object technology, which is a new paradigm in software system design, development, and implementation. Sponsored research projects conducted at OTL address the theoretical development and application of object technology. Advanced seminars and short courses sponsored by OTL provide an opportunity to learn about the latest developments in object technology.

The *Parallel and Distributed Computing Research Laboratory* is designed to support a variety of research activities in distributed computing, including parallel architectures; parallel applications; high-performance, high-speed, local area networks; lightweight protocols; and distributed operating systems.

The *Digitial Image Processing Laboratory* (operated jointly with the Electrical Engineering Department) conducts research in theoretical issues in image processing, image analysis, three-dimensional modeling from two-dimensional data, and nonlinear signal processing. Applications include medical image analysis, two- and three-dimensional image reconstruction, and passive navigation for robotic vision.

Electrical Engineering Laboratories

The *Digital Image Processing Laboratory* (operated jointly with the Computer Engineering Department) is used primarily for graduate research. It has a Sun 3.280, 3/160, and SPARC workstation with 24-bit color stereo display and image digitization.

The *Digital Systems Laboratory* (operated jointly with the Computer Engineering Department) provides complete facilities for experiments and projects ranging in complexity from a few digital integrated circuits and other electronic components to complete computer systems. It includes a variety of development systems to support microprocessor-based design, VLSI design, and other

computer design projects. It also holds facilities to support digital signal processing projects.

The *Intelligent Control Laboratory* includes two IBM robotic arm systems and several servo-experimenters with computer support systems.

The *Microelectronics Laboratory* provides teaching and research facilities for semiconductor devices and integrated circuit design, fabrication, and characterization. Ongoing research topics include silicon heterostructures, thin dielectrics, and high-temperature superconductors.

The *Microwave and Communications Laboratory* provides a full range of modern measurement capability from 0–22 GHz, including a number of automatic network analyzers and modern spectrum analyzers. It also has extensive computer-aided design and simulation capability, based largely on modern commerical software running on workstations. Interconnection of hardware measurements and computer simulation is stressed.

Mechanical Engineering Laboratories

The *Mechanical Engineering Laboratories* contain facilities for instruction and research in the fields of fluid mechanics, thermodynamics, heat and mass transfer, propulsion, combustion, power generation, air conditioning, shock and vibration, instrumentation, and control systems.

A variety of internal combustion engines installed on dynamometer stands can be used for studies in diesel and spark-ignition engines. The facilities include instrumentation for evaluating engine performance and for measuring exhaust pollutants. Engine studies can be conducted using a variety of fuels.

The fluid dynamics facilities contain equipment to illustrate the principles of fluid flow and to familiarize the student with hydraulic machines and their associated instrumentation. Each device may be supplied from a pump or from a constant-level standpipe with a 25-foot head. A subsonic wind tunnel equipped with an axial flow fan with adjustable blades is available to conduct experiments in aerodynamics and turbomachinery.

Included also in the Mechanical Engineering Laboratories is equipment to study electromechanical energy conversion, response and control of mechanical systems, direct and alternating current machines, solar energy concentrators, and air conditioning. The metallurgy laboratory features a modern scanning electron microscope that is used to familiarize students with properties of materials. The machine shop is equipped with microprocessor and numerically controlled equipment for student instruction, construction of experimental devices, and student projects.

COOPERATIVE EDUCATION PROGRAM

Joseph T. Ma, Ph.D. *(Coordinator)*

The Cooperative Education program integrates classroom work with practical industrial experience. The program provides the student alternate or parallel periods of college education with periods of training in industry. The industry training is related to the field of study in which the student is engaged and often

is diversified to afford a wide range of experience. The objective of the program is to provide students the opportunity, through this interaction of study and work experience, to enhance their academic knowledge, to further their personal and work experience, and to learn about working with people.

The program is open to both undergraduate and graduate students. To qualify for the program, students must have completed at least one quarter at the University. Undergraduates must have junior standing and maintain a 2.5 or higher GPA. Graduate students must maintain a 3.0 GPA. Interested students should contact the Cooperative Education Office in the School of Engineering early in their academic program.

Participating students pay tuition for 2 registered units plus an administrative fee of $250.

DA VINCI PROGRAM

Robert J. Parden, Ph.D. *(Coordinator)*

This program is designed to give each student a thorough grounding in the fundamentals of engineering, physical science, mathematics, applied science, humanities, and social science. The program has two objectives: to provide students with the background needed to select a specific engineering discipline and to prepare students to pursue that discipline. Exceptional students (3.25 GPA or higher) may choose to design an individual program for upper-division study with an appropriate adviser. A specific discipline or individual program must be selected by the end of the sophomore year before registration for the junior year.

DEPARTMENT OF APPLIED MATHEMATICS

Professor Emeritus: Gerald E. Markle
Associate Professor: George R. Fegan *(Chair)*
Assistant Professor: Francis J. Conlan

With the exceptions of the three courses below, the Applied Mathematics program is designed for graduate study. A complete listing of the offerings may be found in the *School of Engineering Graduate Programs* bulletin.

UPPER-DIVISION COURSES

106. Differential Equations

First-order linear differential equations, systems of linear differential equations, homogeneous systems of linear differential equations with constant coefficients, the Laplace transform, the solution of differential equations by Laplace transform. *Prerequisite: Math 21.* (4 units)

108. Probability and Statistics

Definitions of probability, sets, sample spaces, conditional and total probability, random variables, distributions, functions of random variables, sampling, estimation of parameters, testing hypotheses. *Prerequisite: Math 21.* (4 units)

118. Numerical Methods

Numerical solution of algebraic and transcendental equations, finite differences, numerical differentiation and integration, and solution of ordinary differential equations. Solution of representative problems on the digital computer. *Prerequisite: ability to program in some computer language.* (4 units)

DEPARTMENT OF CIVIL ENGINEERING AND ENGINEERING MECHANICS

Associate Professors: E. John Finnemore, Sukhmander Singh *(Chair)*
Assistant Professors: Steven C. Chiesa, Paul J. Tikalsky

Civil engineering encompasses water resources engineering, transportation engineering, structural engineering, environmental engineering, geotechnical engineering, construction engineering, and engineering mechanics.

Water resources engineering deals with the utilization and conservation of surface and ground waters, water supply and distribution, sewage collection and disposal treatment methods, and flood control and irrigation.

Transportation engineering is related to the planning, design, and operation of highways, airports, railways, waterways, and specialized facilities such as tunnels, canals, and harbors.

Structural engineering involves planning and design of such structures as bridges, industrial and commercial buildings, and various special-purpose structures.

Environmental engineering deals with theoretical and applied aspects of water supply, pollution control, and solid and hazardous waste management.

Geotechnical engineering concerns the nature and use of earth media as engineering materials in the analysis, design, construction, and maintenance of foundations, retaining walls, subsurface facilities, and other engineering works.

Construction engineering pertains to the planning, scheduling, construction, and financing of civil engineering–related projects.

Engineering mechanics relates to solid body mechanics; namely, statics and dynamics of rigid bodies and mechanics of deformable bodies.

Civil engineering students, by careful choice and scheduling of electives in consultation with an adviser, are able to develop a specialized program in a desired field of civil engineering, in addition to the courses required of all civil engineering graduates. Additionally, the civil engineering senior may spend time in a public or private engineering office as an intern, learning the functions of that example of civil engineering practice.

LOWER-DIVISION COURSES

0. Surveying

Survey instruments: their use and care. Principles of topographic mapping, linear measurements, leveling, traverses, curves, boundary, and public surveys. Field laboratory. (4 units)

20. Geology

Development and formation of geologic materials. Significance of structure, land form, erosion, deposition. Stream and shoreline processes. Surface water. Laboratory. *Prerequisite: sophomore standing.* (4 units)

41. Mechanics I: Statics

Resolution and composition of force systems and equilibrium of force systems acting on structures and mechanisms. Distributed forces. Friction. *Prerequisite: Physics 4.* (4 units)

42. Mechanics II: Dynamics

Dynamics of a particle and dynamics of rigid bodies. Work and energy methods. Momentum methods. Kinetics of systems of particles. Introduction to theory of vibrations. *Prerequisite: CENG 41.* (4 units)

43. Mechanics III: Strength of Materials

Analysis of stresses and strains in machines and structural members. Axial forces, torsion, bending, and combined loads. Stability of columns. Energy theorems and their applications. Laboratory. *Prerequisite: CENG 41.* (5 units)

50. Civil Engineering Procedures

Applications of engineering drafting techniques and procedures to civil engineering design, plans, graphs, and illustrations. Design laboratory. *Prerequisite: CENG 10.* (4 units)

UPPER-DIVISION COURSES

115. Civil Engineering Materials

Origin, manufacture, and processing of materials used in civil engineering. Physical properties of metals, wood, plastics, cement, concrete, and other engineering materials. Corrosion and its prevention. Fire resistance, heat transmission. Laboratory. (4 units)

118. Construction Engineering

Construction management. Equipment. Drawings and specifications, cost estimating, bidding. Contracts, bonds, financing, insurance. Labor. Project planning and scheduling. *Prerequisite: junior standing.* (3 units)

121. Geotechnical Engineering

Origin, development, and properties of soils. Classification of soils and applications of engineering mechanics to soils as an engineering material. Water in soils. Soil testing methods. Compaction, stabilization, consolidation, shear strength, and slope stability. Laboratory. *Prerequisites: CENG 20 and 43.* (4 units)

125. Municipal Engineering Design

Various aspects of civil engineering as applied in municipal (public works) design practice. Maps and plats; site layout and earthworks; drainage; streets and utilities. Design laboratory. *Prerequisites: CENG 10 and MECH 122.* (4 units)

128. Engineering Economics

Time value of money. Economic analysis of engineering projects. Planning and capital budgeting. Rate-of-return analysis. Depreciation. Cash flow analysis. (2 units)

132. Structural Analysis

Analysis of statically determinate beams, trusses, and frames. Influence lines for beams and trusses. Deflections computed using moment area, virtual work, and other analytical methods. Introduction to statically indeterminate analysis using both displacement and force methods. Introduction of matrix methods. *Prerequisite: CENG 43.* (4 units)

3. Timber and Prestressed Concrete Design

sign of timber structures and pre-essed concrete structures. Particular ention to the design of main structural mbers. Timber design project is re-ired. *Prerequisite: CENG 135.* May be en for graduate credit. (4 units)

4. Structural Steel Design

ncepts of structural steel design for ldings and other structures. Types of ding. Design of individual members luding tension members, beams, col-ns, and connections. Design of a ical structural steel system. Introduc-n to plastic design. *Prerequisite: CENG* ?. May be taken for graduate credit. nits)

5. Reinforced Concrete Design

alysis and design of reinforced con-te structural elements using the ulti-te strength and working stress meth-. Design of elementary structures, e.g., -story buildings, retaining walls. De-n laboratory. *Prerequisite: CENG 132.* nits)

6. Advanced Concrete Design

alysis and design of structural systems h as bridges, buildings, etc., involving nforced concrete and prestressed con-te. Advanced topics in reinforced crete design. *Prerequisite: CENG 135.* nits)

7. Earthquake Engineering Design

oduction to the dynamics of single- multi-degree-of-freedom lumped ss systems. Idealization of real struc-s and analysis of idealized models by e-history and response spectrum hods. Special considerations for hquake-resistant design of steel, tim- and reinforced concrete structures. *requisite: CENG 132.* May be taken graduate credit. (4 units)

138. Foundations Engineering Design

Surveying, mapping, and foundation exploration; bearing capacity and settlement analysis; spread foundations; piles and caissons; earth-retaining structures; loads on underground conduits; subsurface construction. *Prerequisites: CENG 121 and 135.* May be taken for graduate credit. (4 units)

139. Hydrology

Precipitation, evaporation, transpiration, runoff, and infiltration. Drainage areas, concentration points, storage, and floods. Stream-flow hydrographs and routing. Street, highway, and airport drainage. Laboratory. *Prerequisite: MECH 122.* (3 units)

140. Water Resources Engineering

Concepts of various aspects of water resources: surface water, groundwater, water supply and distribution, dams and irrigation. Interrelationship of all aspects. Importance of water resources to the total needs of the community. Laboratory. *Prerequisite: MECH 122.* (4 units)

141. Hydraulic Engineering

Principles of hydraulics; flow in pipes and pipe networks; water hammer and surge tanks; steady flow in open channels, including bends and transitions. *Prerequisites: MECH 122 and CENG 128.* (4 units)

142. Water Resources Design

Design of system components for water supply and flood control projects including storage facilities, closed conduits, open channels, well fields, and pumping systems. Computer applications in the design and evaluation of water resources–related facilities. *Prerequisites: CENG 140 and 141.* (4 units)

143. Environmental Engineering

Water and air quality. Water supply and pollution control; air pollution control. Management of solid and hazardous

wastes. Environmental impact assessment. Laboratory. *Prerequisites: Chemistry 6 or equivalent and junior standing.* (4 units)

144. Environmental Systems Design

Design of treatment and distribution systems for potable water. Design of collection and treatment systems for water pollution control and wastewater reclamation. *Prerequisites: CENG 141 and 143.* (4 units)

145. Transportation Engineering Design

Transportation systems analysis and design. Traffic flow. Geometric design of systems. Principles of highway design. Planning, construction, and operation of transportation systems. Transportation policies and economics. *Prerequisites: CENG 10 and senior standing.* (4 units)

147. Pavement Design

Paving materials. Geometric and structural design of highways. Urban street layout and details. Layout and design of airport runways. *Prerequisites: CENG 121 and 135.* (4 units)

188. Co-op Education I

Integration of classroom study and practical experience in a planned program designed to give students practical work experience relating to their academic field of study and career objectives. Alternate or parallel periods of classroom study with periods of training in industry and government. Work includes overall report on assignment activities. P/NP grading. May be taken twice. May be taken for graduate credit. Additional fees required. (2 units)

189. Co-op Education II

Credit given for a technical report on a specific activity such as a design or a research project, etc., after completing the co-op assignment. Approval of department co-op adviser required. Letter grades based on content and presentation quality of report. May be taken twice. May be taken for graduate credit. (2 units)

192. Civil Engineering Design Methods

Introduction to problem-solving methodology for design of civil engineering systems and components. Applications of engineering techniques and procedures to civil engineering design. Relationship to plans and graphs. *Prerequisites: English 182 and CENG 125 and 128.* (2 units)

193. Senior Design Project

Students investigate an approved civil engineering project. The design process—including problem formulation, analysis, preliminary design, final design and plans—is completed. Students present results at Senior Conference. *Prerequisite: CENG 192.* (4 units)

198. Internship

Time off campus with an engineering organization. Different aspects of work in the assigned professional office. Oral and written reports. *Prerequisites: senior standing and approval of internship coordinator.* (4 or 8 units)

199. Directed Research

Investigation of an approved engineering problem and preparation of a suitable thesis report. Conferences with faculty adviser are required. *Prerequisite: senior standing.* (2–6 units)

DEPARTMENT OF COMPUTER ENGINEERING

Associate Professors: Hasan S. AlKhatib, Ronald L. Danielson, Ruth E. Davis, Mohammad Ali Ketabchi, Daniel W. Lewis *(Chair)*
Assistant Professors: Qiang Li, Fuyau Lin, Nam Ling

ıe Computer Engineering degree features a balanced core program in which ch student studies the engineering aspects of hardware and software as well as e underlying theory of computation. The Computer Engineering electives rmit students to build on this core with varying emphasis, depending on their terests, in the three areas of hardware, software, and the theory of mputation.

The Computer Engineering program is supported by the facilities of the niversity's Academic Computer Center, as well as six major teaching and search laboratories and three additional laboratories used only for teaching. ıe principal computers for the University's academic functions include a gital Equipment Corporation VAX-8650, and six microcomputer laborato-s with over 225 IBM PCs. In addition, the School of Engineering has a large mber of workstation systems from Hewlett-Packard, IBM, Sun, and DEC. ıe major teaching system, one of the most sophisticated and modern under-aduate teaching facilities in the world, is a network of 50 HP 320 esignCenter computers.

The following research and teaching laboratories are used in the undergradu-e program:

gital Digital systems. Microprocessors. HP 64000 Microprocessor Devel-ment Systems. Digital signal processing. TMS 320 development systems.

icroelectronics Device and IC fabrication. Device characterization. Pro-ss and device simulation. Parameter extraction. VLSI design.

orage Technology Recording head models and measurements. Recording annel electronics. Recording media measurements and testing. The read/ ite process.

aphics Image processing. Sun 300. Silicon Graphics 2400 Systems. Gould :Anza system on VAX 750.

LOWER-DIVISION COURSES

Introduction to Programming I

roduction to computer organization l operating systems. Structured al-ithmic approach to problem solving ng Pascal. Programming techniques h as top-down or stepwise refinement. cification writing and the importance locumentation and self-documenting e. (4 units)

5. Introduction to Programming II

Advanced programming techniques. Separate compilations. Program development tools and environments. Programming in the small and programming in the large. Continuation of COEN 4. *Prerequisite: COEN 4.* (4 units)

22. Machine Organization and Programming

Assembly-language programming. Introduction to computer architecture. Number systems and representation; memory organization, computer organization; computer arithmetic; input/output. Impact of computer hardware on software. Introduction to assembler techniques. *Prerequisite: COEN 4 or Math 10.* (4 units)

23. Programming in C

Introduction to systems programming using the C programming language. Automated program-building and separate compilation. Programming tools such as MAKE and LINT. Principles of modularity, encapsulation, and abstraction. *Prerequisites: COEN 22 and either COEN 4 or Math 10.* (4 units)

70. Data Structures

Specification, representation, and implementation of data structures using a high-level programming language. Data and procedural abstraction. COEN 70 and Math 61 cannot both be taken for credit. *Prerequisites: COEN 5 and 22.* (4 units)

72. File Organization

Storage structure and management. Basic file organizations: sequential, direct, hashed, indexed, hybrid. External sorting and searching. Continuation of COEN 70. *Prerequisite: COEN 179 or Math 163.* (4 units)

79. Discrete Mathematics

Relations and operations on sets, orderings, elementary combinatorial analysis, recursion, algebraic structures, graphs. (Also listed as Math 51.) (4 units)

UPPER-DIVISION COURSES

121. Logic Design

Basic switching circuit and logic design concepts. Survey of digital logic hardware families, including TTL, CMOS and ECL for SSI, MSI and LSI circuit-building blocks. Numbering systems and Boolean algebra. Minimization techniques including Karnaugh maps, Variable Entered maps, and QM techniques. Combinational circuit design with MUXs, PLAs, and ROMs. Sequential analysis of counters and shift registers. Laboratory includes design, development, and construction of digital circuits from "word-problem" statements. CAD approach to circuit design in lab. (Also listed as ELEN 121.) (5 units)

122. Computer Architecture

Overview of computer systems, CPU design, computer arithmetic, microprogramming techniques, design of main memory, memory hierarchies and management, input/output subsystem organization, interrupt handling and DMA channels. Laboratory projects include design and implementation of a CPU based on a bit-slice microprocessor. (Also listed as ELEN 122.) *Prerequisite: COEN 124.* (5 units)

124. Introduction to Microprocessors

Overview of microprocessor organization, hardware-software tradeoffs, survey of microprocessor architectures and assembly languages, LSI memory chips, memory section design, LSI I/O techniques, interrupts, DMA channels, microcomputer development systems. (Also listed as ELEN 124.) *Prerequisites: COEN 22 and 121.* (5 units)

127. Advanced Logic Design

Contemporary design of finite state machines as system controllers using MSI, LSI, and VLSI devices. Design of synchronous sequential systems, minimization techniques, performance analysis, and modular system design. Use of ROMs and PLAs for controllers. Design and analysis of asynchronous systems. Laboratory requires design, construction, and testing of controller from verbal specs. CAD design tools are used. (Also listed as ELEN 127.) *Prerequisite: COEN 121.* (5 units)

128. Computer Graphics Systems

nteractive graphic systems. Graphics rimitives, line and shape generation. Simple transforming and modeling. Effi- iency analysis and modular design. In- eractive input techniques. 3D transfor- nations and viewing, hidden surface emoval. Color graphics, animation, real- ime display considerations. Parametric urface definition and introduction to haded-surface algorithms. *Prerequisites: Math 53 and COEN 5 or Math 61.* (4 nits)

129. Current Topics in Computer Engineering

Various subjects of current interest. May e taken more than once if topics differ. 4 units)

133. Digital Signal Processing

Description of discrete signals and sys- ems. Difference equations. Convolution ummation. Z-transform, transfer func- ion, system response, stability. Discrete Fourier transform. Frequency character- stics. Digital filter design. State-space lesign. Laboratory. (Also listed as ELEN 33.) *Prerequisite: ELEN 110.* May be aken for graduate credit up to 12 units. 5 units)

134. Applications of Digital Signal Processing

Course extends digital signal processing nd digital filtering theory to modern pplications. Design and analysis of digi- al filters and processing used in tele- hone systems digital audio and compact isc recording, and medical imaging. mplementations with special-purpose nicroprocessors and parallel architec- ures analyzed for real-time operations. Also listed as ELEN 134.) *Prerequisites: COEN 133 and ELEN 141.* (4 units).

153. Digital Integrated Circuit Design

nalysis and design of digital MOS and ipolar integrated circuits. Based on first- rder nonlinear device models, hand calculations and computer simulations (SPICE) used to design gates and SSIs. Circuit modeling considerations. Circuit performance evaulation with computer-aided circuit analysis. Design of MSIs from flowchart to layout. PLAs and finite state machines using array logic. Introduction to system design. (Also listed as ELEN 153.) *Prerequisites: ELEN 115 and COEN 121.* (5 units)

171. Principles of Design and Implementation of Programming Languages

High-level programming language concepts and constructs. Costs of use and implementation of the constructs. Issues and trade-offs in the design and implementation of programming languages. Critical look at several modern high-level programming languages. *Prerequisite: COEN 5 or Math 61.* (4 units)

172. Structure and Interpretation of Computer Programs

Techniques used to control complexity in the design of large software systems. Design of procedural and data abstractions; design of interfaces that enable composition of well-understood program pieces; invention of new, problem-specific languages for describing a design. Programs written and run in a dialect of LISP. *Prerequisite: COEN 5 or Math 61.* (5 units)

173. Logic Programming

Application of logic to problem solving and programming; logic as a language for specifications, programs, data bases, and queries; separation of logic and control aspects of programs; bottom-up reasoning (forward from assumptions to conclusions) versus top-down reasoning (backward from goals to subgoals) applied problem solving and programming; nondeterminism, concurrency, and invertibility in logic programs. Programs written and run in Prolog. *Prerequisite: COEN 5 or Math 61.* (4 units)

174. Introduction to Software Engineering

Systematic approaches to program design, project management, implementation, documentation, and maintenance. Software design methodologies. Structured programming, top-down implementation schemes, and stepwise refinements. Debugging, monitoring, and maintenance techniques. *Prerequisite: COEN 5 or Math 61.* (5 units)

175. Introduction to Formal Language Theory and Compiler Construction

Introduction to formal language concepts: regular expressions and context-free grammars. Compiler organization and construction. Lexical analysis and implementation of scanners. Top-down and bottom-up parsing and implementation of top-down parsers. An overview of symbol table arrangement, run-time memory allocation, intermediate forms, optimization, and code generation. *Prerequisite: COEN 5 or Math 61.* (4 units)

176. Software Tools Design

The design techniques for building good software tools. The concepts of filters, pipes, files, program arguments, and other facilities that make basic tools work well together. Students are expected to learn by examining and modifying existing tools. Programming assignments are required in C language running under a UNIX environment. *Prerequisites: COEN 23 and either COEN 5 or Math 61.* (5 units)

177. Operating Systems

Introduction to operating systems organization. Management of memory, processors, and other system resources, deadlock problems, and avoidance. Process interaction and communication. Sharing and protection of processes and data. File structures. Implementation considerations. *Prerequisite: COEN 5 or Math 61.* (4 units)

178. Introduction to Data Base Systems

File organization. Hierarchical, network and relational data models. Data base design techniques based on integrity constraints and normalization. Data base languages; protection backup and recovery, concurrency control. *Prerequisites: COEN 72 and either COEN 5 or Math 61.* NCX† (4 units)

179. Theory of Algorithms

Preliminaries: measuring work done by algorithms. Nonnumerical algorithms: searching, sorting, graph spanning and traversal, string matching. Numerical topics: polynomial and matrix arithmetic. P and NP completeness. (Also listed as Math 163.) *Prerequisites: COEN 79 or Math 51 or 52, and COEN 5 or Math 61.* (4 units)

180. Introduction to Information Storage

Storage techniques and mass storage devices. Use of memory in computer systems. Design of semiconductor, magnetic and optical (disk drives), and magnetic tape memories. Storage controllers, computer interfaces, system software interfaces. Emphasis on current mass storage devices and interfaces: SCSI, IPI, ST506, ESDI. (Also listed as ELEN 180.) *Prerequisites: COEN 22 and 121; COEN 122 recommended.* (4 units)

188. Co-op Education I

Integration of classroom study and practical experience in a planned program designed to give students practical work experience relating to their academic field of study and career objectives. Alternate or parallel periods of classroom study with periods of training in industry and government. Work includes overall report on assignment activities. P/NP grading. May be taken twice. May be taken for graduate credit. Additional fee required. (2 units)

†Exempted from challenge

189. Co-op Education II

Credit given for a technical report on a specific activity such as a design or a research project, etc., after completing the co-op assignment. Approval of department co-op adviser required. Letter grades based on content and presentation quality of report. May be taken twice. May be taken for graduate credit. (2 units)

194. Design Project I

Specification of an engineering project, selected with the mutual agreement of the student and the project adviser. Complete initial design with sufficient detail to estimate the effectiveness of the project. Initial draft of the project report. *Prerequisite: English 182.* (2 units)

195. Design Project II

Continued design and construction of the project, system, or device. Initial draft of project report. *Prerequisite: COEN 194.* (2 units)

196. Design Project III

Continued design and construction of the project, system, or device. Final report. *Prerequisite: COEN 195.* (2 units)

199. Independent Study

Open to department scholars only. (1–6 units)

DEPARTMENT OF ELECTRICAL ENGINEERING

Professor Emeritus: Henry P. Nettesheim
Professors: Geoffrey Bate, Shu-Park Chan, Timothy J. Healy *(Chair)*, Dragoslav D. Siljak, Cary Y. Yang, Raymond B. Yarbrough
Associate Professors: Samiha Mourad, Jack A. Peterson, Sally L. Wood
Assistant Professors: Tokunbo Ogunfunmi, M. Mahmudur Rahman, H. Chris Tseng
Adjunct Professor and Director, Institute for Information Storage Technology: Albert S. Hoagland
Senior Lecturer: Donald P. Leach
Clare Boothe Luce Professor: Samiha Mourad
Wilmot J. Nicholson Family Professor: Shu-Park Chan
Benjamin and Mae Swig Professor: Dragoslav D. Siljak

Electrical engineering includes the design, construction, and operation of electrical components, circuits, and systems. Electrical engineers are concerned with all phases of the electrical transmission of information such as in radio, television, satellite communications, fiber optics, electric power, and telephone systems. Data-processing and data-storage equipment and computers used by business, industry, and government are included in their major area of interest.

The Electrical Engineering program is supported by the facilities of the University's Academic Computer Center, as well as six major teaching and research laboratories and three additional laboratories used only for teaching. The principal computers for the University's academic functions include a Digital Equipment Corporation VAX-8650, and six microcomputer laboratories with over 225 IBM PCs. In addition, the School of Engineering has a large number of workstation systems from Hewlett-Packard, IBM, Sun, and DEC.

The major teaching system, one of the most sophisticated and modern unde graduate teaching facilities in the world, is a network of 50 HP 32 DesignCenter computers.

The three teaching laboratories cover the fields of electric circuits, electron circuits, and digital circuits. The following research and teaching laboratori are used in the undergraduate program:

Digital Digital systems. Microprocessors. HP 64000 Microprocessor Deve opment Systems. Digital signal processing. TMS 320 development systems.

Microelectronics Device and IC fabrication. Device characterization. Pr cess and device simulation. Parameter extraction. VLSI design.

Microwaves and Communications Spectral and network analysis. HP 875 Vector Network Analyzers. Touchstone, HP-MDS, and other CAD/CAE sof ware on IBM AT and HP 360. Device design, construction, and me surement.

Robotics and Servomechanisms Hamerslag robot arms. Electromechanic measurements. Servosystems. Computer graphics. HP 61000 instrume systems.

Storage Technology Recording head models and measurements. Recordi channel electronics. Recording media measurements and testing. The rea write process.

Graphics Image processing. Sun 300. Silicon Graphics 2400 Systems. Goul DeAnza system on VAX 750.

LOWER-DIVISION COURSE

50. Electric Circuits I

Physical basis and mathematical models of circuit components and energy sources. Circuit theorems and methods of analysis are applied to DC and AC circuits. Laboratory. *Prerequisite: Physic 6; co-requisite: AMTH 106.* (5 units)

UPPER-DIVISION COURSES

100. Electric Circuits II

Continuation of ELEN 50, including sinusoidal steady state and phasors, transformers, three-phase circuits, resonance, Laplace analysis, transfer functions. Fourier Series. Laboratory. *Prerequisite: ELEN 50 or Physics 70.* (5 units)

104. Electromagnetics I

Static electric and magnetic fields and their sources and effects, including pote tial theory and the laws of Coulomb, Lorentz, Faraday, and Gauss. Introduc- tion to vector analysis and differential operators. Dielectric and magnetic mate ials, capacitance and inductance, energy in magnetic and electric fields, solutions to the Poisson equation. *Prerequisites: Physics 6 and ELEN 50; co-requisite: ELEN 100.* (4 units)

105. Electromagnetics II

Time harmonic electromagnetic fields. Introduction to complex vector operations. Maxwell's equations and the laws of Faraday and Gauss. Conservation of charge and power, Poynting vectors. Helmholtz wave equation, wave propagation. Boundary conditions and wave reflection and propagation, Snell's law. Transmission line theory, introduction to the Smith chart. Waveguides and radiation. *Prerequisite: ELEN 104 or Physics 111.* (4 units)

107. Information Storage Technology

Emphasis on magnetic data storage; technology, devices, and systems. Overview of alternative technologies. The recording process and electromechanical design trade-offs of moving media storage systems. Challenges faced in securing continuing cost/performance advances in terms of cost/bit, access time, transfer data rate, and reliability. *Prerequisites: ELEN 104 or Physics 111, and ELEN 180.* May be taken for graduate credit. (4 units)

109. Applications of Electromagnetics

Review of Maxwell's equations. Circuit elements and circuits. Non-ideal transmission lines. Boundary value problems. Conformal transforms. Waveguides. Resonant cavities. Microwave networks. Microwave materials. *Prerequisite: ELEN 105.* (4 units)

110. Linear Systems

Signals and system modeling. Laplace transform. Transfer function. Convolution. Discrete systems and Z-transform. Frequency analysis. Fourier series transform. Filtering. Problem sessions. *Prerequisite: ELEN 100.* (5 units)

111. Analysis of Linear Networks and Systems

Review of matrix algebra, elementary network topology, matrix foundation of system equations including network theorems, Laplace transform techniques, sinusoidal steady-state and frequency analysis. Computer-aided analysis and design. *Prerequisite: ELEN 100.* May be taken for graduate credit up to 12 units. (4 units)

112. Modern Network Synthesis and Design

Approximation, synthesis of passive one-port and two-port networks, linear operational amplifiers and active R-C synthesis. Nonlinear operational amplifiers: phase-locked loops, waveform generation. Design project. *Prerequisite: ELEN 110.* May be taken for graduate credit up to 12 units. (5 units)

114. Introduction to Topological Analysis

Introduction to topological analysis of linear networks and systems. Elementary network topology; planarity and duality; topological analysis of linear one-ports and two-ports; symbolic functions and sensitivity analysis; computer-aided topological analysis and optimization; introduction to topological synthesis and design. *Prerequisite: ELEN 100.* (4 units)

115. Electronic Circuits I

p-n junction diodes, bipolar junction transistors (BJT), junction field effect transistors (JFET), metal-oxide-silicon field effect transistors (MOSFET). Physical behavior, modes of operation, terminal characteristics, and equivalent circuit models are studied for each of these devices. Emphasis on using simplified models to perform rapid circuit analysis for a number of basic circuit configurations. Primary objectives: knowledge of the single transistor switch and the single transistor analog amplifier. *Prerequisite: ELEN 100.* (5 units)

116. Electronic Circuits II

Analog amplifiers. Differential amplifier using BJTs and MOSFETs. Amplifier output stages and integrated circuit (IC) power amplifiers. Detailed consideration of amplifier frequency response and

wideband amplifier configurations. Practical circuit applications using negative feedback to enhance amplifier performances. These topics are combined in the study of multistage (multitransistor) amplifier circuits. *Prerequisite: ELEN 115.* (5 units)

117. Electronic Circuits III

Introduction to BJT and MOSFET analog ICs. Detailed study of the popular 741 Operational Amplifier (OA), digital circuits and systems, as well as VLSI circuit design. Numerous specialized circuits including tuned amplifiers, oscillators and precision circuits using OAs. Detailed consideration of the internal operation of BJT and MOS digital circuits. *Prerequisite: ELEN 116.* (5 units)

119. Current Topics in Electrical Engineering

Various subjects of current interest. May be taken more than once if topics differ. (4 units)

121. Logic Design

Basic switching circuit and logic design concepts. Survey of digital logic hardware families, including TTL, CMOS and ECL for SSI, MSI and LSI circuit-building blocks. Numbering systems and Boolean algebra. Minimization techniques including Karnaugh maps, Variable Entered maps, and QM techniques. Combinational circuit design with MUXs, PLAs, and ROMs. Sequential analysis of counters and shift registers. Laboratory includes design, development, and construction of digital circuits from "word-problem" statements. CAD approach to circuit design in lab. (Also listed as COEN 121.) (5 units)

122. Computer Architecture

Overview of computer systems, CPU design, computer arithmetic, microprogramming techniques, design of main memory, memory hierarchies and management, input/output subsystem organization, interrupt handling and DMA channels. Laboratory projects include design and implementation of a CPU based on a bit-slice microprocessor. (Also listed as COEN 122.) *Prerequisite: ELEN 124.* (5 units)

124. Introduction to Microprocessor

Overview of microprocessor organization, hardware-software trade-offs, survey of microprocessor architectures and assembly languages, LSI memory chips, memory section design, LSI I/O techniques, interrupts, DMA channels, microcomputer development systems. (Also listed as COEN 124.) *Prerequisites: COEN 22 and ELEN 121.* (5 units)

127. Advanced Logic Design

Contemporary design of finite state machines as system controllers using MSI, LSI, and VLSI devices. Design of synchronous sequential systems, minimization techniques, performance analysis, and modular system design. Use of ROMs and PLAs for controllers. Design and analysis of asynchronous systems. Laboratory requires design, construction and testing of controller from verbal specs. CAD design tools are used. (Also listed as COEN 127.) *Prerequisite: ELEN 121.* (5 units)

130. System Control and Design

Description of dynamic systems, state-space and input-output modes. Controllability and observability. Minimal realizations and design. Linear feedback. Performance measures and sensitivity. Stability: frequency and analysis, root-locus. Lead-lag compensation design. State-variable and optimization design. Laboratory. *Prerequisite: ELEN 110.* May be taken for graduate credit up to 12 units. (5 units)

131. Introduction to Robotics

Overview of robotics: control, AI, and computer vision. Components and structure of robots. Kinematics and dynamics of robot manipulators. Servo-control design, PID control. Trajectory planning, obstacle avoidance. Sensing and vision. Robot intelligence and task planning. Laboratory. *Prerequisite: ELEN 110.* (5 units)

33. Digital Signal Processing

escription of discrete signals and sys-
ms. Difference equations. Convolution
mmation. Z-transform, transfer func-
on, system response, stability. Digital
ter design. Frequency domain filter
alysis. FIR, IIR filter design. Discrete
ourier transform and FFT. Laboratory.
lso listed as COEN 133.) *Prerequisite:*
LEN 110. May be taken for graduate
edit up to 12 units. (5 units)

34. Applications of Digital Signal Processing

ourse extends digital signal processing
d digital filtering theory to modern
plications. Design and analysis of digi-
l filters and processing used in tele-
one systems digital audio and compact
sc recording, and medical imaging.
nplementations with special-purpose
icroprocessors and parallel architec-
res analyzed for real-time operations.
lso listed as COEN 134.) *Prerequisites:*
LEN 133 and 141. (4 units).

41. Communication Systems

gnal description; Fourier transforms;
ltering; noise description; linear, expo-
ential, and pulse modulation and de-
odulation. Laboratory. *Prerequisite:*
LEN 110. May be taken for graduate
edit up to 12 units. (5 units)

44. RF and Microwave Components

udy of passive and active electrical
mponents used in radio frequency and
icrowave circuits. Emphasis on funda-
ental characterization of components.
arasitics, models, and measurements.
esistors, inductors, capacitors, trans-
ission lines, diodes, transistors. *Prereq-*
site: ELEN 105. (5 units)

45. RF and Microwave Circuits

esign, construction, and testing of typi-
l RF and microwave circuits including
lters, amplifiers, and oscillators. System
easurements. *Prerequisite: ELEN 144.*
units)

151. Semiconductor Devices I

Materials properties, crystal structure, and band structure of semiconductors. Carrier statistics and transport. pn junction statics, I-V characteristics, equivalent circuits, and switching response. Metal-semiconductor contacts, Schottky diodes. Metal-semiconductor field-effect transistors, junction field-effect transistors. Laboratory. *Prerequisites: Physics 7 and ELEN 104 and 115.* (5 units)

152. Semiconductor Devices II

Metal-oxide-semiconductor field-effect transistors, bipolar junction transistors, heterojunctions. Principles of silicon IC fabrication processes and design. Bulk and epitaxial crystal growth, thermal oxidation, diffusion, ion implantation. Process simulation for basic devices. *Prerequisite: ELEN 151.* (5 units)

153. Digital Integrated Circuit Design

Analysis and design of digital MOS and bipolar integrated circuits. Based on first-order nonlinear device models, hand calculations and computer simulations (SPICE) used to design gates and SSIs. Circuit modeling considerations. Circuit performance evaulation with computer-aided circuit analysis. Design of MSIs from flowchart to layout. PLAs and finite state machines using array logic. Introduction to system design. (Also listed as COEN 153.) *Prerequisites: ELEN 115 and 121.* (5 units)

154. Integrated Circuit Fabrication and Characterization

Principles and practice of IC fabrication and characterization of basic semiconductor devices with experiments on oxidation, diffusion, ion implantation, lithography, etching and cleaning, metallization, film deposition, process simulation, process integration, and parameter extraction. Conducted in the Microelectronics Laboratory clean-room facility. *Prerequisite: ELEN 152.* (4 units)

160. Principles of Electrical Machines

Analysis of specialty machines used in control systems such as voice coil motors, stepping motors, and P.M. motors. Introduction to electronic drive systems as applied to motor control. *Prerequisite: ELEN 100.* (5 units)

161. Advanced Electrical Machine Theory

Principles of electrical machines. Introduction to magnetic circuits, induction machines, and three-phase synchronous machines. *Prerequisite: ELEN 100.* (5 units)

162. Electric Power Systems

Systems that transmit electric energy from the point of generation to the point of use. Three-phase systems. Faults. Load flows. System modeling for computer solutions. *Prerequisite: ELEN 100 or equivalent.* May be taken for graduate credit up to 12 units. NCX† (4 units)

164. Introduction to Power Electronics

Development of models utilizing semiconductor materials used in high-current and/or high-voltage applications. Models include DC to DC converters, AC to DC converters, and DC to AC inverters. Analysis of power amplifiers. SPICE implementations of models. *Prerequisite: ELEN 115.* (5 units)

180. Introduction to Information Storage

Storage techniques and mass storage devices. Use of memory in computer systems. Design of semiconductor, magnetic and optical (disk drives), and magnetic tape memories. Storage controllers, computer interfaces, system software interfaces. Emphasis on current mass storage devices and interfaces: SCSI, IPI, ST506, ESDI. (Also listed as COEN 180.) *Prerequisites: COEN 22 and ELEN 121; ELEN 122 recommended.* (4 units)

188. Co-op Education I

Integration of classroom study and practical experience in a planned program designed to give students practical work experience relating to their academic field of study and career objectives. Alternate or parallel periods of classroom study with periods of training in industry and government. Work includes overall report on assignment activities. P/NP grading. May be taken twice. May be taken for graduate credit. Additional fees required. (2 units)

189. Co-op Education II

Credit given for a technical report on a specific activity such as a design or a research project, etc., after completing the co-op assignment. Approval of department co-op adviser required. Letter grades based on content and presentation quality of report. May be taken twice. May be taken for graduate credit. (2 units)

194. Design Project I

Specification of an engineering project, selected with the mutual agreement of the student and the project adviser. Complete initial design with sufficient detail to estimate the effectiveness of the project. Initial draft of the project report. *Prerequisite: English 182.* (2 units)

195. Design Project II

Continued design and construction of the project, system, or device. Second draft of project report. *Prerequisite: ELEN 194.* (2 units)

196. Design Project III

Continued design and construction of the project, system, or device. Final report. *Prerequisite: ELEN 195.* (2 units)

199. Independent Study

Open to department scholars only. (1–6 units)

†Exempted from challenge

DEPARTMENT OF MECHANICAL ENGINEERING

Professors Emeriti: Eugene J. Fisher, R. Ian Murray, Richard K. Pefley
Professors: Mark D. Ardema *(Chair)*, Michel A. Saad, Terry E. Shoup, James W. White
Associate Professor: Timothy K. Hight
Assistant Professors: Lilia A. Sanchez *(David Packard Fellow)*, T. Gary Yip
Adjunct Professor: Joseph T. Ma
John M. Sobrato Professor: Terry E. Shoup

Mechanical engineering includes all aspects of design, development, control, and manufacture of mechanical systems and energy conversion systems. The undergraduate curriculum addresses itself to the education and training of mechanical engineering students and concentrates on two technical areas: (1) design and analysis of thermofluid systems for effective use of energy; and (2) design, analysis, and control of mechanical systems including the study of materials used in engineering. Educational efforts are channeled to expand the skills of prospective engineers not only in understanding fundamentals but also in developing competence in analyzing engineering systems.

LOWER-DIVISION COURSES

0. Introduction to Engineering Graphics

Principles of orthographic projection, dimensioning, sectioning, isometric and auxiliary views. Descriptive geometry applied to representation and visualization. Computer-aided design through use of engineering workstations. (3 units)

1. Machine Tool Processes

Material properties and changes of these properties during processing. Use of machine tools to produce various mechanical items. Laboratory. (5 units)

15. Introduction to Material Science

Physical basis of the electrical, mechanical, and thermal behavior of solids. Relations between structural and physical properties. Theory of dislocations, vacancies, and other defects and their effect on physical properties. Illustrations of the relationships among material selection, manufacturing processes, and design. Laboratory. *Prerequisites: MECH 11 and Physics 6.* (5 units)

UPPER-DIVISION COURSES

14. Machine Design I

The decision-making process in the solution of problems. Stress and deflection analysis are emphasized in the first portion of the course. Strength criteria are considered in the second portion. One or two open-ended design projects are employed during the term. *Prerequisites: MECH 15 and CENG 43.* (4 units)

115. Machine Design II

Continuation of the study of machine components applied to the solution of practical mechanical design problems. Design of components to withstand static and fatigue loading. *Prerequisite: MECH 114.* (4 units)

121. Thermodynamics I

Properties of pure substances. Work and heat. First and second laws of thermodynamics. Application to fixed mass systems and control volumes. Irreversibility and availability. *Prerequisite: Physics 6.* (4 units)

122. Fluid Mechanics I

Fluid properties and definitions. Fluid statics, forces on submerged surfaces, manometry. Streamlines and the description of flow fields. Euler's and Bernoulli's equations. Mass, momentum, and energy analysis with a control volume. Laminar and turbulent flows. Losses in pipes and ducts. Dimensional analysis and similitude. Laboratory. *Prerequisite: CENG 42.* (5 units)

123. Heat Transfer

Introduction to the concepts of conduction, convection, and radiation heat transfer. Application of these concepts to engineering problems. *Prerequisites: MECH 121 and 122.* (4 units)

131. Thermodynamics II

Thermodynamic potentials and availability concepts. Thermodynamic cycles. Nonreactive mixtures. Reactive mixtures with emphasis on the thermodynamics of combustion and chemical equilibrium. Laboratory. *Prerequisite: MECH 121.* (5 units)

132. Fluid Mechanics II

Introduction to gas dynamics. Concepts of lift and drag. Mechanics of laminar and turbulent flow. Introduction to boundary-layer theory. Application to selected topics in lubrication theory, aerodynamics, turbomachinery, and pipe networks. *Prerequisites: MECH 121 and 122.* (4 units)

133. Thermofluid System Design

Evaluation and selection of thermofluid system components such as compressors, fans, heat exchangers, internal combustion engines, and turbines. Application of mathematical, economic cost techniques and availability analysis to the synthesis, design, and evaluation of thermofluid system projects. Emphasis on an actual design project. *Prerequisites: MECH 123, 131, and 132.* (4 units)

140. Intermediate Dynamics

Motion in rotating reference frames. Angular momentum of rigid bodies. Moments and products of inertia. Gyroscopic motion. *Prerequisite: CENG 42.* (4 units)

141. Introduction to Linear Systems

Study of fundamental characteristics of linear systems via analysis of simple electrical and mechanical models. Forced and natural response. Introduction to Laplace transforms and their use in mechanical vibrations, circuit analysis, and electromechanical systems such as AC/DC motors. Laboratory. *Prerequisites: MECH 140 and AMTH 106.* (5 units)

142. Control Systems Analysis and Design

Modeling of physical systems. Analysis of linear feedback control systems by classical methods. Synthesis and design of control systems that satisfy certain stability and time response criteria. Introduction to analysis and design by state-space methods. *Prerequisite: MECH 141.* (4 units)

143. Electromechnical Systems and Components

Machine dynamics, transfer functions, and modeling of physical electromechanical systems. Applications and laboratory. *Prerequisites: MECH 142 and ELEN 50.* (4 units)

145. Introduction to Aeronautical Engineering

Basic design and analysis of atmospheric flight vehicles. Principles of aerodynamics, propulsion, structures and materials, flight dynamics, stability and control,

ıission analysis, and performance esti-
ıation. Conceptual and preliminary de-
gn of various types of aircraft. *Prerequi-
ites: MECH 121, 122, and 140.* Offered
very other year. (4 units)

51. Finite Element Theory and Applications

asic introduction to finite elements;
irect and variational basis for the gov-
rning equations; elements and interpo-
ıting functions. Applications to general
eld problems—elasticity, fluid mechan-
s, and heat transfer. Extensive use of
ɔftware packages. *Prerequisites: COEN 4
nd AMTH 106.* Offered every other year.
4 units)

60. Mechanical Engineering Laboratory

ıtroduction to design of experiments,
ıstrumentation, data acquisition, error
nalysis, and report writing. *Prerequisites:
'nglish 182, MECH 122, and senior
tanding.* (4 units)

88. Co-op Education I

ıtegration of classroom study and prac-
cal experience in a planned program
esigned to give students practical work
xperience relating to their academic
eld of study and career objectives.
lternate or parallel periods of classroom
tudy with periods of training in industry
nd government. Work includes overall
eport on assignment activities. P/NP
rading. May be taken twice. May be
ıken for graduate credit. Additional fees
equired. (2 units)

89. Co-op Education II

redit given for a technical report on a
pecific activity such as a design or a
esearch project, etc., after completing
ıe co-op assignment. Approval of de-
artment co-op adviser required. Letter
rades based on content and presentation
uality of report. May be taken twice.
lay be taken for graduate credit. (2
nits)

190. Independent Study

Investigation of a mechanical engineering problem and presentation of the results. Arrangement with a faculty adviser is required. *Prerequisite: senior standing.* (2–4 units)

193. Computer Design Workshop

An interdisciplinary workshop in which engineering, art, and communication students learn to use graphics computers and software. Students work in teams to explore solutions to important social problems, use computers to illustrate solutions, and complete formal presentations of their findings. Limited enrollment. *Prerequisite: permission of instructor.* (Also listed as Art 193 and Comm 193.)

194. Advanced Design I: Tools

Design tools basic to all aspects of mechanical engineering, including computer-design tools. CAD, finite element method, simulation, CAM/robotics, engineering economics, and decision-making. Senior design projects begun. *Prerequisite: MECH 115.* (3 units)

195. Advanced Design II: Implementation

Implementation of design strategy. Detail design and fabrication of senior design projects. Quality control, testing and evaluation, standards and specifications, and human factors. *Prerequisite: MECH 194.* (4 units)

196. Advanced Design III: Completion and Evaluation

Design projects completed, assembled, tested, evaluated, and judged with opportunities for detailed reevaluation by the designers. Final written report required. *Prerequisites: MECH 195 and English 182.* (3 units)

199. Directed Research

Investigation of an engineering problem and writing an acceptable thesis. Conferences as required. *Prerequisite: senior standing.* (2–4 units)

8

Division of Counseling Psychology and Education

Associate Professors: Kenneth E. Blaker, Ruth E. Cook, Brian P. Hall, Joyce E. King, Jerome A. Kroth, Dale G. Larson, Jerrold L. Shapiro, Jo Ann Vasquez *(Dean),* William W. Yabroff
Assistant Professor: Mary Anne Wakefield
Adjunct Lecturer: Steve A. Johnson, S.M.
Lecturer: Lee Mahon

TEACHER EDUCATION AT SANTA CLARA

Santa Clara University is accredited by the California Commission on Teacher Credentialing to offer professional preparation for prospective elementary and junior and senior high school teachers. The Teacher Education programs at Santa Clara consist of the Multiple-Subject Credential (elementary grades) and the Single-Subject Credential (junior and senior high school levels). These credential programs are designed to provide extensive experience in schools as well as a diversified course of study in educational theory and practice. The Basic Teaching Credential program (multiple-subject or single-subject) can be completed as a fifth year of graduate study or as part of the four-year baccalaureate program.

Other credential programs offered by the Division of Counseling Psychology and Education include a Learning Handicapped Specialist Credential, a Resource Specialist Certificate, a Pupil Personnel Services Credential, and an Administrative Services Credential. Some credentials require first obtaining a basic teaching credential. The California Preparation and Licensing Law of 1970, commonly referred to as the Ryan Act, the Hughes-Hart Reform Act of 1983 (SB-813), and the Teacher Education Bergeson Act of 1988 (SB-148) guide policy in teacher preparation at Santa Clara.

Dr. Joyce E. King, Division of Counseling Psychology and Education, is the director of Teacher Education. The coordinator of Teacher Education is Dr. Jane Lubin, also in the Division of Counseling Psychology and Education, 226 Bannan Hall.

UNDERGRADUATE PREPARATION FOR TEACHING CAREERS

Preparation for Multiple-Subject Credential Program

Students interested in a career in elementary school teaching should fulfill the requirements of the Multidisciplinary Studies/Pre-teaching program in the College of Arts and Sciences. For specific course requirements, refer to the Multidisciplinary Studies/Pre-teaching program in this bulletin, or contact the coordinator of the Multidisciplinary Studies/ Pre-teaching major. Students who have not completed this approved waiver program may still qualify for admission to the Multiple-Subject Credential program by passing the National Teacher Examination (Core Battery).

Preparation for Single-Subject Credential Program

Students interested in secondary teaching of a particular subject may fulfill the requirements of one of ten approved single-subject waiver programs at Santa Clara. These subject categories include biology, chemistry, combined sciences, English, history,* physics, political science, Spanish, French, and German. Students should indicate their interest in teaching to the appropriate adviser within their major and ask to see the *Academic Guide for Preteaching Majors.* Students who do not complete one of the approved single-subject waiver programs, but are interested in a teaching career, must instead pass the National Teacher Examination in the appropriate subject area(s). Those students interested in teaching a subject that is not listed here should contact the department chair for information.

California teaching credentials are also available in the following subject areas: agriculture, art, business, government,* health science,* home economics, industrial arts, life science, music, physical education, physical science, and social science. Students who wish to obtain a credential in an area for which Santa Clara does not offer an approved single-subject waiver program must pass the National Teacher Examination in that subject.

Minimum Requirements for Multiple- and Single-Subject Credentials

The minimum requirements for each teaching credential include (1) a baccalaureate or higher degree in a subject area (not in professional education) from an accredited institution; (2) completion of an approved program of professional education, including student teaching; (3) completion of a state-approved subject area major or passage of a subject area examination (in the area one plans to teach); (4) demonstration of a knowledge of the various methods of teaching reading by completion of course work or passage of an approved examination; and (5) passage of the California Basic Educational Skills Test (CBEST).

---

*No examination available

Information regarding the National Teacher Examination is available from the Division of Counseling Psychology and Education, 213 Bannan Hall.

A *Clear Teaching Credential* may be earned by meeting the minimum requirements plus the additional requirements of a fifth year of study; a course in health education, a course in teaching children with exceptional needs in the regular classroom, approved course work in computer education, and course work or an examination on the provisions and principles of the U.S. Constitution. History 7 or 171 or Political Science 1 or 157 satisfies the U.S. Constitution requirement.

Note: Students are encouraged to complete an approved health education course prior to enrollment in the credential program. Contact the Division of Counseling Psychology and Education, 213 Bannan Hall, for information.

FOUR-YEAR CREDENTIAL PROGRAM

The Multiple-Subject or Single-Subject Credential program can be taken at Santa Clara in a student's senior year. Students who complete all the University and major requirements by the end of their junior year are eligible to apply for entrance to the Teacher Education program during their senior year. Upon graduation from Santa Clara after four years of study, these students will obtain a *Preliminary Teaching Credential.* Since a *Clear Teaching Credential* requires an additional fifth year of study, these students must complete an additional 45 quarter units of an approved program within five years. Courses and requirements for four-year students and students completing a credential program in their fifth year of study are the same.

FIFTH-YEAR CREDENTIAL PROGRAM

The Multiple-Subject or Single-Subject program is generally taken as a fifth year of study following baccalaureate and therefore qualifies the student for a *Clear Teaching Credential.* This 45-quarter-unit program includes graduate course work in educational foundations, curriculum design, teaching methods, and supervised student teaching. For further information, consult the *Counseling Psychology and Education Graduate Programs* bulletin available in 213 Bannan Hall.

ADMISSION REQUIREMENTS

Admission requirements for the credential program are as follows:

1. An overall grade point average of 2.75, with a 3.0 in the academic major;
2. A positive attitude toward the teaching profession and its responsibilities;
3. Demonstrated competence in reading, writing, and speaking English as attested to by course work, a recently written paper, or a recommendation from the applicant's major adviser;

4. Absence of criminal conviction that would preclude the issuance of a teaching credential;
5. Letters of recommendation from the following:
   a. At least one professor from the student's major field (preferably the student's major adviser)
   b. A teacher who has supervised the student's practicum work in the elementary or secondary school
   c. An employer or professional colleague who is well acquainted with the student's skills in working with youth;
6. Verification of successful practicum work and/or experience with children or youth groups;
7. An interview with the director of Teacher Education and other faculty members;
8. A written statement, which may be completed at the time of the interview, that reflects the candidate's personal philosophy of education and commitment to the teaching profession;
9. Submission of recent GRE or GMAT test scores and CBEST scores.

Note: It is highly recommended that applicants complete the subject matter requirement either through a waiver degree program or by passing the NTE before beginning a credential program.

Applicants to the credential program may apply any time between December 1 and May 1 for admission the following September. Application forms are available from the Division of Counseling Psychology and Education, 213 Bannan Hall.

EARLY ADMISSION FOR SENIORS

Early admission to the fifth-year credential program is available to seniors who wish to apply during the fall quarter. Applications are processed as soon as the student's file is complete. Students receive early notification of admission for the following September and are assured a place in the program. Applications are accepted any time after October 1.

Since the Teacher Education program is limited in enrollment, accepted candidates must reserve a place in the program by depositing $50 before June 1. This nonrefundable deposit will be applied to the candidate's tuition.

THE PAUL DOUGLAS TEACHER SCHOLARSHIP PROGRAM

The Paul Douglas Teacher Scholarship Program, formerly the Congressional Teacher Program, is an incentive program designed to attract and commit students to the teaching profession. The program awards up to $5,000 per year for a maximum of four years. Freshmen, sophomores, juniors, seniors, and fifth-year students who are enrolled in an approved curriculum leading to a teaching credential are eligible. Information about this program is available from the Division of Counseling Psychology and Education, 213 Bannan Hall.

COURSE DESCRIPTIONS

The Division of Counseling Psychology and Education offers the following undergraduate courses. Consult the *Counseling Psychology and Education Graduate Programs* bulletin available in 213 Bannan Hall for a description of courses in the credential programs.

EDUCATION

98/198A. Introduction to Elementary School Teaching: Practicum

98/198B. Introduction to Secondary School Teaching: Practicum

Opportunity to work as teacher aides in elementary and secondary classrooms. Weekly seminars and directed readings address field-related problems and issues, classroom dynamics, and curriculum. These courses are offered each quarter.

119. Psychology of Education

Psychological principles on which effective classroom practices can be based. Human growth and development, learning theory and practice, motivation and management, effective instruction, and evaluation. Development of psychological case studies as part of the field experience. Open to sophomores.

138. The Exceptional Child

Introduction to childhood mental retardation, learning disabilities, behavior disorders, communication (speech and language) disorders, hearing impairments, physical and health impairments, severe handicaps, and the gifted and talented. The impact of these differences in comparison with normal development. Visits to institutions that serve these children. Particularly applicable for students interested in careers in social work, rehabilitation, education, medicine, psychology, counseling, and parenting.

163. Introduction to Teaching in a Multicultural Society§

Exposure to the diversity of cultures present in U.S. public schools. Alternative instructional approaches and learning styles. Discussion of issues such as bilingual/bicultural education, cross-cultural/intercultural communication, and multicultural curriculum in conjunction with field experiences in local public schools. *Satisfies the multicultural perspective requirement.* Open to sophomores.

COUNSELING PSYCHOLOGY

140. Psychology of Intimacy

Specifically designed to investigate the needs for, and difficulties in, finding and maintaining intimate relationships in modern culture. Using their own family backgrounds as a basis, students explore the nature, scope, and communication involved in psychological intimacy. Common blocks and fears of intimate relating are described and traced. Novel approaches to finding and keeping intimate partnerships are discussed.

§Course included in Ethnic Studies program

9

University Programs

HONORS PROGRAM

William J. Prior, Ph.D. *(Director)*

Santa Clara University offers two programs for exceptionally able students: a Freshman Honors Program and a University Honors Program. Both are open to students in each of the University's undergraduate colleges (Arts and Sciences, Business, and Engineering) and emphasize liberal education rather than professional training or education in the major. Both offer the opportunity to work with some of the University's finest professors in small seminar-type classes.

Students are admitted to the Freshman Honors Program at the time of their admission to the University. Admission is by invitation and is based on the student's high school record, test scores, and other information contained in the application for admission to the University. Normal eligibility criteria for admission include a combined SAT score of 1200 and above and a high school grade point average of 3.5 or better; satisfying these criteria, however, does not guarantee admission to the program. Students in the program complete six honors courses during the freshman year. Courses offered in the Freshman Program satisfy University Curriculum requirements and typically include courses in composition, ethics, mathematics, the natural and social sciences, religious studies, and Western culture.

The University Honors Program is open to sophomores, juniors, and seniors. Students are admitted to the University Program based on their academic records at Santa Clara and the recommendations of their professors. Students may apply for admission to the University Program as early as the third quarter of their freshman year. It is not necessary to be in the Freshman Program to be eligible for the University Program. Students in the University Program complete six honors seminars and a senior thesis or project (which may be undertaken in conjunction with the student's major). The seminars in the University Program focus on areas not easily dealt with in departmental courses, including boundaries and connections between different areas of knowledge and interdisciplinary problems.

A limited number of scholarships are available for students in each program. These scholarships range from $1,000 to $2,000. In addition, the University Honors Program currently offers a scholarship for one student to spend his or her junior year at Mansfield College, Oxford. This scholarship is awarded on a competitive basis and is limited to students in the program.

Prospective applicants to the Honors Program should write to the Director University Honors Program, Santa Clara University, Santa Clara, California 95053 or call 408-554-4439 or -4738.

UNIVERSITY INSTITUTES

The University offers institutes that include multidisciplinary or related courses on a theme developed by faculty members from different disciplines in the College of Arts and Sciences, the Leavey School of Business and Administration, and the School of Engineering. In addition to academic courses, institutes usually include public lectures, dramatic productions, films, and social events. The University sponsored the Institute on War and Conscience and the Institute on the Family in fall 1982 and winter 1984, respectively. The Institute on Poverty and Conscience took place in winter 1985, followed by the Institute on Technology and Society in winter 1986 and the Institute on the Bicentennial of the U.S. Constitution in winter 1987. Voice of the Voiceless: An Institute on Human Rights and Social Justice was held from winter 1990 through spring 1991.

STUDIES ABROAD

Richard T. Coz, S.J., M.A. *(Director)*

Santa Clara University provides opportunities for study in Europe and Asia. The University is an affiliate of the Institute of European Studies (IES) with programs at Durham, London, Nantes, Paris, Madrid, Vienna, and Freiburg im Breisgau, Milan, and Singapore. In addition, the University is affiliated with Loyola University of Chicago in Rome and Gonzaga University in Florence and has a student exchange agreement with Ecole Superieure de Commerce de Rouen, France. Santa Clara also has an international business program and an Asian studies program through Hong Kong University and through Sophia University in Tokyo. Students receive academic credit for work done through affiliated programs. All applicants must currently be enrolled at the University. Students must have junior status and the approval of the director of Studies Abroad for admission to these programs.

ETHNIC STUDIES

Ramon D. Chacon, Ph.D. *(Director)*

Associate Professors: Ramon D. Chacon, History/Ethnic Studies;
Stephen S. Fugita, Psychology/Ethnic Studies;
Alma M. Garcia, Sociology/Ethnic Studies
Assistant Professor: Dwight N. Hopkins, Religious Studies/Ethnic Studies

The Ethnic Studies program offers interdisciplinary courses and coordinates the ethnic studies courses offered by academic departments. It also assists the

:ademic departments in developing ethnic studies courses integral to the epartmental curriculum. The program offers minority students an opportuni- to study and understand their own cultural heritage and nonminority stu- ents an opportunity to understand and appreciate minority cultures in U.S. ociety. The program sponsors other educational activities and serves as a source to the campus community. The program offers a special emphasis in hnic studies. Please contact the program office for further details.

LOWER-DIVISION COURSES

0. Chicano Culture

ultidisciplinary survey of Chicano cul- re. Mexican cultural heritage and tradi- nal folk culture. Chicano world views d values, religious beliefs, the family d kinship, language, and contemporary mmunity issues of identity, sex roles d stereotyping, immigration, housing, nployment, and education.

0. African American Culture

ultidisciplinary survey of African merican culture. African cultural heri- ge and African survivals. World views d values, religious beliefs, the family d kinship, language, and contemporary mmunity issues of identity, sex roles d stereotyping, housing, employment, d education.

1. Slave Narratives

creative engagement with one of the ost untapped U.S. religious re- urces—African American slave narra- ves during the pre-Civil War period. The religious dimensions of slave families.

40. Asian American Culture

Multidisciplinary survey of Asian American culture. Asian cultural heritage, immigration, and the formation of Asian American culture. World views and values, religious beliefs, the family and kinship, language, and contemporary community issues of identity, sex roles and stereotyping, housing, employment, and education.

90. Racism in the United States

Multidisciplinary study of racism in the United States. Its historical manifestations from the arrival of Europeans in North America to contemporary times, its psychological dimensions (prejudice, stereotypes, discrimination), and its place in the U.S. political economy (capitalism). Emphasis on African Americans, but also discussion of Native Americans, Chicanos, and Asian Americans.

UPPER-DIVISION COURSES

20. Mexican Immigration to the United States

21. Chicano Family

22. Chicano Community

31. Spirituality in Toni Morrison's Novels

136. Black Theology in the United States

138. Life and Theology of Martin Luther King, Jr., and Malcolm X

140. Japanese Americans and the Concentration Camps

DEPARTMENTAL COURSES

35. African American Literature

See English 35.

36. Chicano Literature I

See English 36.

40. Social Forces in Politics

See Political Science 40.

69. Women's Literature: Third World Women Writers in the United States

See English 69.

81. Chicanos in the Southwest

See History 81.

83. Asian Americans

See History 83.

86. Native American Cultures

See Anthropology 86.

90. Spirituality in Toni Morrison's Novels

See Religious Studies 90. Cross-listed as Ethnic Studies 131.

91. Slave Narratives

See Religious Studies 91. Cross-listed as Ethnic Studies 31.

109. African Americans and Africa

See History 109 (World and Comparative History).

119. Minority Mental Health

See Psychology 119.

126. Black Theology in the United States

See Religious Studies 126. Cross-listed as Ethnic Studies 136.

128. Life and Theology of Martin Luther King, Jr., and Malcolm X

See Religious Studies 128. Cross-listed as Ethnic Studies 138.

132. Social Stratification

See Sociology 132.

133. Mexican American Literature

See Spanish 133.

140. Chicano Literature II

See English 140.

153. Ethnic Politics

See Political Science 153.

153. Women of Color in the United States

See Sociology 153.

156. Prejudice and Discrimination

See Psychology 156.

163. Introduction to Teaching in a Multicultural Society

See Education 163.

166. Pan-African Literature

See English 166.

175. Race and Inequality

See Sociology 175.

185. Native Americans of the United States

See History 185.

187. Peoples and Cultures of the West Coast

See Anthropology 187.

WOMEN'S STUDIES

Alma M. Garcia *(Director)*

he Women's Studies program offers both women and men students opportuties to study the experiences, contributions, and cultural images of women hile working toward a degree in a traditional academic discipline. The proam consists of courses given by various undergraduate departments. The ogram encourages the development of new courses and of faculty research ecifically concerned with women. Its office serves as a resource center for the ademic community.

DEPARTMENTAL COURSES

5. Gender in Human Development
e Psychology 36.

3. Women's Literature
e English 68.

9. Women's Literature: Third World Women Writers in the United States
e English 69.

2. Women in the Biblical Traditions
e Religious Studies 72.

3. Women in the Middle East
e Anthropology 88.

9. Cross-cultural Study of Women
e Anthropology 90.

21. Chicano Family
e Ethnic Studies 121.

24. Women in Europe
e History 124.

25. Feminist Theory and Criticism
e English 125.

35. Women and Social Change in Latin America
e Sociology 135.

144. Women in Islamic and African Societies
See History 144.

153. Women of Color in the United States.
See Sociology 153.

154A. Women and Politics
See Political Science 154.

154B. Women in Asia
See History 154.

157. Family and Kinship
See Anthropology 157 and Sociology 157.

168A. Women's Literature
See English 168.

168B. Women's Religious Roles
See Religious Studies 168.

182A. Women in French Literature: Authors and Characters
See French 182.

182B. Family in American History
See History 182.

182C. Women in German Literature: Authors and Characters
See German 182.

182D. Twentieth-Century Italian Women Writers

See Italian 182.

182E. Japanese Women's literature in Translation

See Japanese 182.

184A. Women in Antiquity

See Classics 184.

184B. Women in American Society

See History 184.

184, 185. Seminar in American Politics

See Political Science 184, 185. Occasional seminars offered in women in American politics.

189. History of Women Artists

See Art 189.

10

Special Programs

INTERNATIONAL BUSINESS

Karen F. A. Fox, Ph.D. *(Director)*

ıe International Business program is designed to educate students in a broad nge of management and international business skills and to offer them an ıderstanding of the culture, history, and politics of a selected geographic area. udents must select one of three geographic specializations currently offered: 'estern Europe, Latin America, or East Asia.

The program is open to all undergraduates in the College of Arts and :iences or the Leavey School of Business and Administration. Students may e admitted with approval of the program director. Students entering the ternational Business program continue to major in their field of interest and ill receive their bachelor's degree in that field. Ideally, students should enter e program during their freshman year, and they should seek counseling from e program director early in their freshman year.

The program requires that students be proficient in a foreign language of eir selected area. The requirement may be met either by passing an advanced am administered by the Modern Languages Department or by completing the lvanced-level course series (101-level in most cases). Proficiency in languages her than those offered by the University is acceptable only with approval of e program director.

To develop a familiarity with the social, political, and economic institutions evalent in their selected area, students take several courses in modern history, olitics, anthropology, and contemporary culture. These courses must be se-:ted from a list developed by the program director for each geographic ncentration.

Excellence in management requires familiarity with all dimensions of busi-:ss and managerial life. Students develop this competence in required courses accounting, economics, finance, marketing, and management. Students are so required to take a series of courses in international management, interna-ɔnal marketing, and international economics, which focus on current prac-:es and institutions of international trade and multinational business. These urses will be supplemented by seminars and lectures by members of the ternational community.

Because international trade and multinational business are surrounded by a ıriety of ethical issues and concerns, the program requires students to take a urse in business or management ethics.

During their senior year, all International Business program students mu take a special section of Management 162 (Strategic Management), a Capsto Course in the Leavey School of Business and Administration. This speci section focuses on international strategic management and also fulfills t corresponding Leavey School of Business core requirement.

The director of the International Business program encourages students take advantage of the University's wide variety of programs for study abroa With the approval of the program director, some of the courses offered by t foreign programs may be counted toward partial fulfillment of the requir ments for International Business. A list of required courses may be obtain from the International Business Office, 202 O'Connor Hall, or from the pr gram director.

INTERNATIONAL STUDIES

Dennis R. Gordon, Ph.D. *(Director)*

International Studies is a University program within the College of Arts a Sciences. It was established to meet the needs of students who wish to conce trate course work beyond their majors in a multidisciplinary focus on selec topics of international significance. It is a supplement to, not a replacement the major. Completion of the program is noted on a student's graduat transcript.

A growing number of students are interested in exploring issues and subje that are international in scope and interdisciplinary in practice. This progra coordinates courses and faculty expertise already available on campus, wh also planning for the development of our resources, in order to enable stude to pursue their international interests within an integrated and systema course of study. Students have the opportunity to build on the strength of th major, organize courses that explore their chosen topic from a number departments, and experience first-hand the interrelationships of ideas (a tension among perspectives) that underlie any understanding of internatio issues and global interdependence.

Students can organize their courses in either of two ways: with an *ar studies* focus in one of three geographical areas (Western Europe, La America, or East Asia); or with a *thematic* focus of their own choosing, such poverty and development; international politics, diplomacy, and law; or pea studies.

The program provides students with an International Studies adviser wi similar interests to help them choose courses that develop each of their intere and fulfill the basic requirements of the program.

Students must complete two upper-division language courses in a langua deemed appropriate to their emphasis; a geography course; one of three spe fied courses in the social sciences (Political Science 2, Political Science 25, Anthropology 3); four courses (three upper-division courses and only two in t major) in the chosen geographic or thematic emphasis; and a senior semin offered through the International Studies program. A list of the specific cours

at can be used to fulfill the requirements is available from the International udies Office, 202 O'Connor Hall (408-554-6940).

MILITARY SCIENCE

Professor of Military Science: Lieutenant Colonel Jon C. Weber
Assistant Professors: Major Larry M. Hall, Major Gregory E. Meyer, Major Thomas J. Weissmiller, Captain Anne R. Mackie, Captain Charles P. Webster
Senior Enlisted Instructor: Master Sergeant Gregory D. Anderson
Senior Training NCO: Sergeant First Class Homer L. Wrinkle

he University maintains a battalion of the Army Reserve Officers' Training orps (ROTC). The program is specifically designed to give college men and omen on-campus instruction and experience in the art of organizing, motivat- g, and leading others. It includes instruction on developing self-discipline, nysical stamina, and bearing.

All courses offered by the Military Science Department are fully accredited nd applicable toward fulfilling academic requirements for graduation. hrough this voluntary program, the University offers all eligible students the pportunity to obtain an officer's commission in the U.S. Army Reserve, ational Guard, or active Army, while earning their college degree.

CADEMIC CURRICULUM

The Military Science core curriculum listed below consists of the eight wer-division classes in the ROTC Basic Course and seven upper-division urses in the ROTC Advanced Course.

The professional military education of ROTC cadets consists of two essen- al components: a baccalaureate degree from Santa Clara University and at ast one undergraduate course from each of five designated fields of study. rior to commissioning, cadets must take at least one course in written commu- ication, military history, human behavior, computer literacy, and math rea- ning. ROTC cadets who have won scholarships must also take at least one ass in a major Indo-European or Asian foreign language. The military history quirement may be satisfied by taking Military Science 45 or History 25 Twentieth-Century World Wars).

asic Course

The Basic Course, comprising the lower-division courses listed below, is rmally taken during the freshman and sophomore years. Students may also tisfy the Basic Course requirements by taking Military Science 28. There is no ilitary obligation incurred for participation in Basic Course classes.

Advanced Course

The Advanced Course consists of the seven upper-division courses list below. Attendance at leadership laboratories and satisfactory completion of physical examination are required. Quarterly physical fitness tests are al required to remain in the Advanced Course.

Students who desire to enroll in the Advanced Course must apply and b accepted. Only those students who have satisfied ROTC Basic Course requir ments and the requirements of Army regulations are eligible. For details eligibility, see the ROTC enrollment officer, Varsi Hall.

LEADERSHIP LABORATORIES

Leadership laboratories are required for all Advanced Course and ROT scholarship cadets. Performance during lab periods is reflected in the student course grade. Labs include activities such as rappelling, terrain navigatio patrolling, marksmanship, drill and ceremonies, and tactical field traini exercises. Other Basic Course students may attend labs on a voluntary basis

FINANCIAL ASSISTANCE

Scholarship Program

Army ROTC scholarships pay 80 percent of tuition, a flat rate allowance f books and supplies, and laboratory fees in addition to an allowance of $100 p month during the school year.

Scholarship recipients are expected to maintain acceptable standards academic achievement and personal conduct. They must rank in the upp third of their Army ROTC class and continuously demonstrate leadersh potential. The records of scholarship recipients will be reviewed each quarter b the professor of military science to determine eligibility for continued financi assistance.

Detailed information on the scholarship program may be obtained from th professor of military science.

Simultaneous Membership Program

Advanced Course cadets may elect to join Reserve or National Guard uni as officer candidates. Cadets receive pay and allowances from both ROTC an their assigned unit while gaining essential military knowledge prior to the commissioning. Cadets participating in this program can earn over $5,000 two years.

EXTRACURRICULAR ACTIVITIES

Pershing Rifles Military honor society

SCU Color Guard Precision marching unit

ınger Platoon Intensive small-unit operations emphasizing survival train-
g and tactical skills

rborne Training Army parachute qualification (conducted at Fort Benning,
eorgia)

r Assault Training Helicopter-related tactical operations (conducted at
hofield Barracks, Hawaii)

)MMISSIONING AS U.S. ARMY OFFICERS

Students must complete the Advanced Course to be eligible for appointment
d commissioning as officers in the U.S. Army Reserve. Reserve commmis-
)ns are tendered in all branches of the Army, except the Medical, Dental,
eterinary, Judge Advocate, and Chaplain Corps. A board of officers deter-
ines the branch in which students are commissioned based on their prefer-
ce, leadership potential, academic background, and the needs of the service.
A student who receives a bachelor's degree and has been designated a
stinguished Military Graduate by the president of the University and the
ofessor of military science may, on graduation and approval of the Depart-
ent of the Army, be commissioned directly in the Regular Army.

BASIC COURSES

Fundamentals of Leadership and Management

. *Survival Skills I*

sics of wilderness survival, survival
ınning, survival medicine, water pro-
rement, leadership, map reading, and
st aid. (1 unit)

. *Individual Leadership*

esents the role of the Reserve Officer
aining Corps (ROTC) in U.S. Army
tional security missions. Organization,
stoms and traditions, and career oppor-
ities available for today's university
dent in either the active or reserve components of the U.S. Army are intro-
duced. (1 unit)

17. *Survival Skills II*

Instruction on wild plants and wildlife for food, shelters, fire building, land navigation, and first aid. (1 unit)

18. *Survival Skills III*

Instruction on signaling; desert, tropical, arctic, and sea survival; leadership; map reading; and first aid. (1 unit)

Applied Leadership and Management

. *Small Unit Leadership*

. overview of the types, capabilities,
ployment, and characteristics of mod-
weapons. Comparisons between U.S.
d foreign nations' weapons. Review of
avy weapons such as tanks, artillery,
d missiles. (1 unit)

22. *Master Fitness Training*

Introduction to basic and advanced concepts of total body fitness. Lectures on need for physical training for fitness, use of training equipment, aerobics, cardiovascular training, muscle groups, and nutrition. (1 unit)

24. Leadership Communication

A performance-oriented study of the leadership skills required to become an effective leader and manager. The establishment of a basis of knowledge to be built upon through practical application during the Advanced Course. Particular emphasis on the importance of interpersonal skills, counseling, and group dynamics. Also includes skills and techniques applicable to any business or military organization. (2 units)

28. ROTC Basic Camp

Six weeks of full-time intensive training in leadership and management conducte at Fort Knox, Kentucky (no expense to students). Fulfills all ROTC Basic Cours requirements through training received fundamental military skills such as land navigation, drill and ceremonies, communications, rappelling, rifle marksman ship, first aid, and physical training. Taking the course does not obligate the student to military service but provides the student with exposure to life in the military. Pass/not pass. (4 units)

ADVANCED COURSES

Advanced Leadership and Management

133. Small Unit Tactics

A detailed look at the use of Army personnel and equipment. Emphasis on analysis of small unit operations and equipment. Students will apply teachings in regularly scheduled leadership laboratories and field training exercises. (3 units)

134. Small Unit Operations

Development of the skills and principles learned in Military Science 133. Course includes military history readings and essays. Students required to prepare and give oral presentations and briefings on selected military subjects. (3 units)

135. Advanced Camp Symposium

A performance-oriented study of military communications equipment and techniques, small unit tactics, and leadershi traits. Further study in selected subjects in military history also emphasized. (3 units)

139. ROTC Advanced Camp

Six weeks during the summer of full-tim intensive training in leadership and mar agement at Fort Lewis, Washington. Students thoroughly evaluated in their ability to lead a small unit and plan and conduct military operations. Attendanc is normally between the junior and seni year. All expenses are paid and, additio ally, students earn over $700 during the six weeks. Those students who excel at Advanced Camp may be offered additional military training. (5 units)

Leadership and Management Seminars

143. Military Operations

Development of leadership and technical/tactical skills through performance as trainer and supervisor. Emphasis on how to prepare and conduct training and Army staff functions.

144. Military Support Operations

Continues development of leadership and critical skills. Instruction includes ethics, military justice, the Army supply system and other subjects to assist in the transition to the Officer Corps.

145. Precommissioning Seminar

Continues development of leadership ar critical skills. Cadets work as a battalion level staff to plan and coordinate leadership labs and a field training exercise.

Additional Required Courses

'istory 25. Twentieth-Century World Wars

study of the causes, conduct, and sults of World Wars I and II and their ace in modern history. Civilian and ilitary leadership and the chief cam- ıigns and battles receive due attention.

ſilitary Science 45. U.S. Military History

udents will acquire a general knowledge ıd appreciation of the development of the U.S. military system from colonial times to the present. Course identifies and evaluates the important factors that influenced this development and the major changes that resulted. A knowledge of the principles of war that remain relatively constant and the elements of war that are modified by time enables students to better understand the evolutionary nature of warfare. (2 units)

AEROSPACE STUDIES

anta Clara University has entered into an agreement with San Jose State 'niversity that permits Santa Clara students to enroll in a program leading to a ɔmmission as a second lieutenant in the U.S. Air Force. Academic instruction ıcludes Air Force organization, history, officer skills, leadership and manage- ıent, and national security policy and issues. For those who qualify, Air Force .OTC scholarships, which pay for tuition, books and supplies, and laboratory :es in addition to an allowance of $100 per month during the school year, are lso available.

For detailed information on enrollment and scholarships, contact the Department of Aerospace Studies at San Jose State University (408-924-2960).

RETAIL STUDIES

Dale D. Achabal, Ph.D. *(Director)*
David F. Caldwell, Ph.D. *(Associate Director)*

'he Retail Studies program, offered through the Retail Management Institute, rovides students with a realistic perception of the retailing industry. The rogram is open to all University undergraduates. The majority of the courses ı the curriculum for the program are required for business majors. Arts and ciences majors can use general University requirements and electives to fulfill ıany of the curriculum requirements.

Students entering the Retail Studies program continue to major in their field f interest and receive their bachelor's degree in that field. Students completing ıe program receive a Certificate in Retail Studies.

Students acquire hands-on experience by serving a full-time, ten-week in- :rnship with a major retail organization. The internships give students an pportunity to apply classroom theories to actual situations in a work environ- ıent, enabling them to practice and refine their managerial skills.

Participants also take a two-quarter Retail Studies Seminar. The seminars cover topics such as conceptual blockbusting, negotiation, merchandise presentation, human resources, information systems, consumer behavior, and promotion and planning. With this strong business and liberal arts background, the retail management student is well prepared for the challenges of today's increasingly complex business world.

Nonbusiness majors are encouraged to apply for admission to the program during their freshman or sophomore year to allow time to integrate their course of study in retailing with their major field requirements. Business students who have completed the lower-division requirements can enter the program as late as their junior year. To be admitted to the Retail Studies program, students must complete an application that will be reviewed by the Retail Management Institute faculty and staff. Applications are available in the Retail Management Institute Office, 108 St. Joseph's Hall (408-554-4960).

INSTITUTE FOR PARALEGAL EDUCATION

Emalie M. Ortega, J.D. *(Director)*

The School of Law administers the Institute for Paralegal Education. The institute offers a certificate program for persons interested in careers as paralegals in the legal profession and in law-related occupations. The certificate requires 48 units of credit in paralegal education, the equivalent of sixteen classes. The units are professional growth credit and are not for academic credit. The institute operates on the quarter system. The program may be completed in one year as a full-time student or over two years as a part-time student. Although day and evening courses are offered, the number of day classes is limited. Students may take any class on an open-enrollment basis; however, entering certificate program students must meet certain general education requirements and should contact the director of the program for an interview prior to admission.

Students are required to take Introduction to Law, Principles of Law Practice, Summary of American Law, and Legal Research and Writing. Thereafter they may generalize or concentrate in a major field of law. A component of specific courses provides training for paralegals interested in public sector work. A brief internship arranged by the director is a recommended part of the program. Limited transfer credit may be available for qualified students. The institute is approved for veterans' benefits, Pell grants, and certain government loans. The institute is a member of the American Association for Paralegal Education and is in compliance with program guidelines set forth by the American Bar Association. The School of Law is accredited by the ABA; the institute does not pursue individual ABA approval.

For information contact the Institute for Paralegal Education, B of A Building, Suite 605, 900 Lafayette Street, Santa Clara, CA 95053 (408-554-4535).

11

Academic Information

;ENERAL GRADUATION REQUIREMENTS

Candidates for the degree of Bachelor of Arts (B.A.) or Bachelor of Science B.S.) in the College of Arts and Sciences and the Bachelor of Science in ommerce (BSC) in the Leavey School of Business and Administration must

1. Complete a minimum of 175 quarter units (Engineering Physics majors complete a minimum of 197 quarter units);
2. Complete a minimum of 12 upper-division courses, totaling at least 60 quarter units, after completing 88 quarter units;
3. Attain an average of C (2.0) in both their major and minor subjects and their total course load;
4. Meet the residency requirement of either (a) 45 units in the senior year or (b) 45 units in the junior year and 35 in the senior year;
5. Fulfill the education requirements of the University Curriculum; and
6. Fulfill the minimum course requirements of both their College or School and their major departments.

Candidates for the degree of Bachelor of Science (B.S.) in the School of ngineering must

1. Complete a minimum of 197 quarter units;
2. Attain an average of C (2.0) in both their major and minor subjects and their total course load;
3. Meet the residency requirements of either (a) 45 units in the senior year or (b) 45 units in the junior year and 35 in the senior year;
4. Fulfill the educational requirements of the University Curriculum; and
5. Fulfill the minimum course requirements of both their School and their major departments.

Specific course requirements to meet each of these goals are outlined in the ections for each College or School.

Honors at Graduation

The candidate for an undergraduate degree who has a grade point average etween 3.45 and 3.69 graduates cum laude; one who has a grade point average

between 3.70 and 3.89 graduates magna cum laude; one who has a grade poin average of 3.90 or better graduates summa cum laude.

Honors are based on all graded undergraduate courses attempted at Sant Clara University and elsewhere. Transfer students must complete at least tw full years or 90 units at the University to be eligible for honors, and no honor will be awarded above that merited by the student's record at Santa Clara. A indication of honors at graduation contained in the commencement program i unofficial. The final determination will be made after a review of all complete undergraduate courses.

Second Bachelor's Degree

A student may earn a second bachelor's degree. For students whose firs bachelor's degree is from Santa Clara, the conditions are (1) an academic recor showing a strong probability of success in this undertaking; (2) a projecte program of study that will amass at least 45 quarter units beyond the firs bachelor's degree; (3) following the requirements in effect at the origina matriculation date, provided the student is pursuing the second bachelor' degree without interruption (otherwise, the curriculum requirements in th *Undergraduate Bulletin* in effect at the time of reentry); and (4) approval of th Committee on Admissions unless the second bachelor's degree is in the sam college as the first and it has been less than five years since the granting of th first bachelor's degree. If the candidate does not meet this last requirement i will be necessary to file a formal application for admission with the Office o Undergraduate Admissions. All other candidates who meet the requirement listed above should submit the appropriate dean's written approval to th Student Records Office.

All candidates whose first degree is from an institution other than Sant Clara must file a formal application for admission with the Office of Under graduate Admissions and will be considered on a space-available basis. Candi dates are subject to the curriculum requirements contained in the *Undergradu ate Bulletin* in effect at the time of entry.

Financial aid other than student loans is normally not available to student seeking a second bachelor's degree.

Second Major or Academic Minor

A student may declare a second major or an academic minor by obtainin the approval of the appropriate chairs and dean or deans. The condition governing the declaration of a second major or an academic minor and th required form may be obtained from the Student Records Office.

REGISTRATION

Registration materials must be obtained at the time and place announced b the University. All forms must be completed and returned as instructe Financial arrangements for the payment of tuition and fees must be made prio to registration, or as otherwise announced by the University.

The University reserves the right to deny registration to any student for reasonable cause.

Student Classification

Students are classified by the number of quarter units they have completed with passing grades. Lower-division students are considered freshmen if they have completed fewer than 44 units, and sophomores when they have completed 44 but fewer than 88 units. Upper-division students are considered juniors when they have completed at least 88 but fewer than 131 units, and seniors when they have completed at least 131 units.

For academic purposes, students taking fewer than 12 units are considered part-time students. For tuition purposes, however, a part-time student is defined as a lower-division student taking fewer than three (3) term courses or an upper-division student taking fewer than two (2) term courses regardless of the unit value of the courses. Admission to the University as a part-time student requires approval of the Committee on Academic Status from the College or School that the student is currently attending or to which the student has applied. Six units is the minimum number of units to be considered enrolled at least half-time. Generally, students enrolled less than full-time, but at least half-time, may be eligible only for Stafford Loans.

Course Numbering System

Lower-division courses are numbered 1–99. Upper-division courses are numbered 100–199. Most undergraduate courses in the College of Arts and Sciences and the Leavey School of Business and Administration carry 4 or 5 units of academic credit. In the School of Engineering, course values range from 3 to 5 units each.

ACADEMIC ADVISING

Each incoming student is assigned to a specific faculty member who serves as the student's academic adviser. The assignment is normally made according to the student's declared major or according to a general academic interest indicated by the student. The student should declare a major by the end of the sophomore year and may also, with the permission of the appropriate dean, switch advisers if personal or academic needs warrant such a change.

Academic advising is required of all freshmen, sophomores, and juniors during the published spring advising period in May. Students are encouraged to meet with their adviser each quarter to review academic progress. Procedures for setting these meetings may vary among schools or colleges. Students should check with their assigned adviser or the dean's office for more complete information.

Pre-Medical

Admission to medical school is dependent neither on any particular undergraduate concentration, nor is it guaranteed by graduation from Santa Clara.

Several departments offer programs that satisfy the requirements prescribed by the Council of Education of the American Medical Association. Although the curriculum may be arranged in such a way that the student may comply with the requirements for entrance to medical schools in three years, medical schools generally prefer that students spend four years in preparation and include such cultural courses in their programs as will better fit them for the practice of medicine. The pre-medical advisers, in conjunction with the students' own academic advisers, will assist them in preparing their programs in the major of their choice. For further information about undergraduate pre-medical preparation at Santa Clara, contact the Department of Biology (408-554-4496) or Chemistry (408-554-4799). Prospective applicants for admission to medical schools are urged to study the *Medical School Admission Requirements of U.S.A. and Canada,* which is published each year and is available from the Association of American Medical Colleges, One DuPont Circle N.W., Washington, D.C. 20036.

Pre-Dental

Several departments offer pre-dental programs meeting all the requirements for entrance into dental schools. The pre-dental advisers, in conjunction with the students' own academic advisers, will assist them in preparing their own programs in the major of their choice. For further information about undergraduate pre-dental preparation at Santa Clara, contact the Department of Biology (408-554-4496) or Chemistry (408-554-4799). *Admission Requirements of U.S. and Canadian Dental Schools* is published each year and is available from the American Association of Dental Schools, 1625 Massachusetts Ave. N.W., Washington, D.C. 20036.

Pre-MBA

The College of Arts and Sciences offers a pre-MBA program for any of its departmental majors. In addition to the departmental major requirements, the pre-MBA student should take the following courses as college requirements or as electives:

1. Economics 1 and 2 (Principles of Economics I, II)
2. Mathematics 11 (Calculus and Analytic Geometry I)
3. Two of the following:
   a. Mathematics 12 (Calculus and Analytic Geometry II)
   b. An introductory computer course (Math 10, DISC 17, or COEN 4)
   c. Management 11 (Business and Society)
   d. Accounting 1 and 2 (Fundamentals of Accounting I, II)

Pre-Law

There is no particular major or pre-law program required to qualify for law school. Admissions officers in the best law schools recommend undergraduate preparation in a major that requires discipline, clarity of thought, and precision in written and oral work. In addition to the College and major requirements,

elective courses in English, history, philosophy, speech, the social sciences, and the fundamentals of accounting provide valuable training for students intending to pursue a career in law. Early in their undergraduate careers, these students should consult their advisers, or one of the specially designated pre-law advisers, to formulate a program designed for their specific needs and career goals. For further information, contact Professor William Parent, Department of Philosophy (408-554-4093).

Pre-Teaching

Multidisciplinary Studies/Pre-teaching is the academic major for undergraduates interested in a career in elementary school teaching. The program, approved by the California Commission on Teacher Credentialing, encompasses four broad areas: (1) English and communication; (2) mathematics and physical/life sciences; (3) social sciences; and (4) humanities and fine arts. Students who would like to teach at the elementary level and do not complete this major must take the state subject matter examination. For further information, contact the coordinator of the Multidisciplinary Studies/Pre-teaching major.

Students interested in becoming secondary school teachers must take either the state examination in the subject they intend to teach or complete an approved program that waives the examination. Approved waiver programs are available in ten areas: biology, chemistry, combined sciences, English, history, physics, political science, Spanish, French, and German. Students should contact the department adviser in these subject areas for information on these single-subject waiver programs.

Students may also wish to consult the director of the Teacher Education program for advice on careers in teaching. Refer to the Division of Counseling Psychology and Education section of this bulletin for further information on teacher education at Santa Clara.

STUDENT RECORDS

University policy relating to student records complies with the Family Educational Rights and Privacy Act of 1974 (Buckley Amendment). Accordingly, the University may release "directory information" to any person on request, unless a student requests in writing that directory information be kept confidential. Directory information is designated as follows:

1. Student's name
2. Sex
3. Address (campus, local and/or permanent)
4. Telephone number
5. Date and place of birth
6. Major field of study, classification, dates of attendance, degrees, and honors received
7. Most recent previous educational institution attended
8. Past and present participation in officially recognized activities including intercollegiate athletics

9. Name, weight, and height of participants on intercollegiate athletic teams

During the registration period and throughout the academic year students may request in writing, through the Student Records Office, that directory information be kept confidential. Once filed, the request remains in effect only for the remainder of that academic year.

Certain records are excluded by law from inspection, specifically those created or maintained by a physician, psychiatrist, or psychologist in connection with the treatment or counseling of a student. Parents' financial information, including statements submitted in connection with scholarship applications, is also excluded by law from inspection. Third parties shall not have access to education records or other information pertaining to students without the written consent of the particular student about whom the information is sought.

Students may inspect their records at the following offices:

1. Official academic records, including application forms, admission transcripts, letters of acceptance, and a student's permanent academic record are on file and maintained in the Student Records Office.
2. Working academic files are also maintained by the deans in their respective offices.
3. Records related to a student's nonacademic activities are maintained in the Office of the Vice President for Student Development.
4. Records relating to a student's financial status with the University are maintained in the various Student Financial Services offices.

Complaints regarding academic records by students may be directed to the dean of the College or School in which the student is enrolled, to the director of Student Records and Financial Services, or to the University registrar. Students having questions regarding the policy on the privacy of records should contact the Student Records Office (Walsh Administration Building).

HONOR SOCIETIES

Santa Clara University is proud to host fifteen prestigious national honor societies in the liberal arts, sciences, business administration, and engineering. These societies reflect a long tradition of academic excellence, tracing their origins back at least 50 years. Some date from the nineteenth century and one dates from the eighteenth.

Alpha Sigma Nu

Alpha Sigma Nu, the national Jesuit honor society, was founded at Marquette University in 1915. The Santa Clara chapter was installed in 1942, and there are chapters at 28 universities and colleges across the country. Alpha Sigma Nu upholds the Jesuit values of academic excellence and service to the University and the community. Each year new members are selected for their commitment to excellence in scholarship and service.

ta Gamma Sigma

Beta Gamma Sigma is the national honor society for students of business. It lds a position analogous to that of Phi Beta Kappa in the arts and Sigma Xi in e sciences. Election to membership is the highest scholastic honor that a ident of business can achieve and is limited to outstanding men and women idents who give promise of success in the field of business and who rank in the per 5 percent of the junior class and the upper 10 percent of the senior class.

a Kappa Nu

Eta Kappa Nu, the electrical engineering honor society, was founded in 1904 the University of Illinois. The Santa Clara chapter was established in 1971. here are now 135 college chapters, 9 alumni chapters, and over 130,000 embers. The society recognizes academic excellence in engineering and pro- otes the spirit of liberal culture among its members. To be eligible for embership, students must rank among the top third of their graduating class engineering.

ta Sigma Phi

Eta Sigma Phi, the national classics honorary society, was founded at the niversity of Chicago in 1914 and became a national organization in 1924. Its imary purposes are to further the spirit of cooperation and good will among embers of the classics profession, to stimulate interest in the study of the assics, and to increase knowledge of the art and literature of ancient Greece d Rome. The Epsilon Psi chapter of Eta Sigma Phi was founded at Santa ara University in 1987. To be eligible for nomination to membership, a udent must have taken at least two quarters of Greek or Latin or at least three arters of classics courses and maintain a minimum 3.0 grade point average.

hi Alpha Theta

Phi Alpha Theta, the international honor society in history, was founded in 21 at the University of Arkansas. There are now over 475 chapters in 49 ates, Puerto Rico, Canada, and the Philippines. The Lamda Upsilon chapter, tablished at Santa Clara University in 1966, has been active in student and lucational programs. Members are selected on the basis of excellence in the udy and writing of history.

hi Beta Kappa

Phi Beta Kappa, the oldest national honor society, was founded in 1776 in illiamsburg, Virginia, by students at the College of William and Mary. Then, now, the society's purpose was to celebrate excellence in all scholarly endeav- s and to encourage educational breadth, including languages, mathematics, e sciences, and the humanities. There are now over 230 chapters at universi- es throughout the country. The Pi chapter at Santa Clara University was stalled in 1977. Installation of a chapter indicates that the United Chapters of

Phi Beta Kappa have found a university's curricula sufficient in breadth a scholarly quality to warrant being honored by the society. Students are selec for membership on the basis of academic excellence, intensive study in a seco language and college mathematics, and breadth of course work.

Phi Sigma Iota

Phi Sigma Iota, the national foreign-language honor society, was founde 1922 at Allegheny College. Beta Delta chapter was installed at Santa Cl University in 1982. The society recognizes remarkable ability and achieve in languages, literatures, and linguistics. It stimulates advanced work in th fields, fosters intercultural understanding, and promotes a spirit of am between our own people and other peoples of the world. Junior and seniors w at least four advanced content courses completed in a qualifying language grade point average of 3.25 in that language, and a cumulative average of may be eligible for membership.

Phi Sigma Tau

Phi Sigma Tau was founded at Muhlenberg College in 1930 as Alpha Kap Alpha. In 1955, it was incorporated as Phi Sigma Tau, a national honor soci in philosophy. Its essential purpose is to promote ties between philoso departments in accredited institutions and students in philosophy nationa Santa Clara University received its charter in 1986. To be eligible for memb ship, students must have completed five quarters of college work, rank in upper one-third of their class, and have completed at least three courses philosophy with an average grade of 3.0 or better.

Pi Mu Epsilon

Pi Mu Epsilon, the national honor society in mathematics, was incorpora in 1914 at Syracuse University. The California Eta chapter was founded in 19 at Santa Clara University. Pi Mu Epsilon works to promote scholarly activ among college students. Membership requirements include an overall gra point average of 3.0 and the completion of two years of college mathemati including calculus, with a B average.

Pi Sigma Alpha

Pi Sigma Alpha, the national political science honor society, was founde the University of Texas in 1920. There are approximately 400 chapters a over 100,000 members nationally. In order to qualify for membership, gradu ing seniors must have a minimum 3.5 GPA in political science and an over 3.0 GPA; juniors need a 3.7 GPA in political science and an overall 3.0 GP

Sigma Pi Sigma

Sigma Pi Sigma, the national physics honor society, was founded in 192 Davidson College, North Carolina. The society currently has more than 2

apters and 40,000 members. The Santa Clara chapter was founded in 1969. gma Pi Sigma encourages a greater understanding and interest in the ad- nced study of physics, promotes research, and fosters the spirit of scientific quiry. Members are selected from the upper quarter of their class and must o have a 3.2 grade point average in physics and mathematics.

gma Tau Delta

Sigma Tau Delta, the national English honor society, was founded in 1924 at kota Wesleyan University. The Santa Clara chapter, Phi Phi, was estab- ned in 1987. Sigma Tau Delta recognizes scholarly achievement in all aspects English language and literature, including creative and critical writing. embers must be in the upper 35 percent of their class and must also have a B erage in English.

gma Xi

Sigma Xi was founded in 1886 by a group of scientists at Cornell University. e Santa Clara chapter was established in 1967. The purpose of this society is encourage original investigation in pure and applied science. Students who ve demonstrated an aptitude for original scientific research are eligible for sociate membership. The requirements for full membership include notewor- achievements in research as demonstrated by a doctoral dissertation, blications, or patents.

au Beta Pi

Tau Beta Pi, a national honor society for technical students, was founded in 85 at Lehigh University. There are now more than 144 chapters with a total embership of over 175,000. The Santa Clara chapter was established in 1956. is organization recognizes superior scholarship and exemplary character. embers are selected from the upper fifth of the graduating class in engineering d must demonstrate personal integrity, breadth, adaptability, and unselfish tivity.

heta Alpha Kappa

Theta Alpha Kappa is the national theology and religious studies honor ciety for both professors and students. The society was founded in 1976 at anhattan College. The Santa Clara chapter, Alpha Phi, was granted a charter 1981. Its main purpose is to further the study of theology and religious studies fostering excellence in these studies. Religious Studies majors and minors th a grade point average of 3.5 and a cumulative index of 3.0 are eligible for mission to the society.

CHOLARSHIPS

The University awards annual scholarships to students based on financial ed and academic promise or special talents. For more information, refer to

the Financial Information section of this bulletin and to the informatio bulletin published by Student Records and Financial Services.

UNIVERSITY AWARDS

Valedictorian Established by the University in 1980, this honor is conferre annually on a graduating senior selected for outstanding academic achieveme and University service as determined by the academic vice president and th faculty of the University.

Nobili Medal Established in 1876 by Joseph A. Donohoe, in honor of Joh Nobili, S.J., founder of the University, this award is given to the male gradua judged outstanding in academic performance, personal character, school acti ities, and constructive contribution to the University by the faculty and th academic vice president.

Saint Clare Medal Established by the University in 1968 in honor of Sai Clare of Assisi, this award is given to the female graduate judged outstanding academic performance, personal character, school activities, and constructi contribution to the University by the faculty and the academic vice presider

SPECIAL AWARDS

Community Service

Richard J. Riordan Awards Established in 1984 by Richard J. Riordan, the awards are given annually to four students judged outstanding in communi service.

Forensics

Ryland Prize Established in 1897 by the Hon. Caius T. Ryland, this awa (formerly Ryland-Owl Prize) is given to the winner of the annual Rylan debate. Focusing on current social and political issues, this public debate is ea spring and judged by a faculty committee.

Journalism

Handlery Prize Founded in 1947 by Mrs. Rose Handlery in memory of her s Raymond of the class of 1934, this prize is awarded each year by the Public tions Committee to the graduating senior who has contributed most to t success of student publications at the University.

Shipsey Journalism Prize Established in 1984 by Alfred Orr Kelly in honor Edward Shipsey, S.J., this prize is awarded to an outstanding junior who h made a commitment to a career in journalism.

rforming Arts

arles Lampkin Award This annual award, established in 1989 in honor of arles Lampkin, the late actor and University artist-in-residence, is given to junior or senior black student who has demonstrated excellence and commitment to performance in theatre, music, dance, or television.

AVEY SCHOOL OF BUSINESS AND DMINISTRATION AWARDS

siness Administration Prize Founded in 1942, this prize is given annually by Business Administration Association to the student who has made the atest contribution to the Leavey School of Business and Administration.

bel Jones Prize Founded by Dr. Eliot Jones in 1956 in memory of his wife, bel, this award is given to the senior in the Leavey School of Business and ministration judged most outstanding in scholarship by the business school ulty.

arles J. Dirksen Prize Founded in 1965 by Dr. Eliot Jones in honor of arles J. Dirksen, dean emeritus of the business school, this prize is awarded the junior in the Leavey School of Business and Administration judged tstanding in scholarship by the faculty.

ofessor O. Robert Anderson Award Established in 1973, this award is given memory of Prof. O. Robert Anderson who taught accounting at the Universi- It is awarded annually to the accounting major judged outstanding in olarship by the faculty of the department.

bert F. Bruno Award Established in 1982 in memory of Albert F. Bruno by bert V. Bruno and family, this award is conferred annually to the outstanding rketing major on demonstration of scholarship, leadership, personal charac-, and career potential.

ancial Executives Award Established at Santa Clara in 1980, this award is en annually by the Financial Executives Institute to the senior, junior, and phomore finance majors judged outstanding in scholarship and executive tential by the finance faculty and members of the institute.

tstanding Accounting Student Award Established in 1973, this award is en annually by the San Jose Chapter of the California Society of Certified blic Accountants to the senior accounting major judged outstanding in olarship and professional career potential by a committee of the chapter.

all Street Journal Student Achievement Award Established at the University the Dow Jones Corporation in 1960, this award is given to the senior finance jor with the highest scholastic average.

SCHOOL OF ENGINEERING AWARDS

Edmund C. Flynn Memorial Awards Established in 1981 by Mrs. Edmund C Flynn in memory of her husband, these awards are given to the graduating civ engineering student presenting the best thesis and to the two junior civ engineering students with the highest scholastic averages.

Regan Memorial Award Founded in 1977 in memory of Patrick W. Regan the class of 1947, this award is given to the outstanding juniors in civ engineering as determined by the faculty of the department.

COLLEGE OF ARTS AND SCIENCES AWARDS

Chemistry

Professor Joseph F. Deck Award Established in 1973, this award is given by th Chemistry Department faculty to the outstanding student majoring in chemi try who has excelled in studies and undergraduate research, extracurricul activities, leadership, and generous tutoring of fellow students, while maintai ing a B average.

Communication

Communication Department Prize Established in 1985 by alumni and friend this award is given by the Communication Department faculty to the gradua ing senior who best meets the goals of the department.

English

McCann Short Story Prize Founded in 1894 in honor of Daniel M. McCan B.S. 1884, this award is given by the English Department to the author of th best short story as determined by an annual competition.

Shipsey Poetry Prize Founded in 1954 by Richard W. Schmidt in honor of th late Edward Shipsey, S.J., this prize recognizes the outstanding contribution the art of poetry as determined by an annual competition.

French

L'Île de France Prize Established in 1983 by L'ile de France (Société francai de la vallée de Santa Clara), this award is given to a deserving French major wh will study at the Institute of European Studies (either in Paris or Nantes). Th recipient is selected by the French faculty from those students already accepte into the IES program.

History

The Redwood Prize An annual prize established in 1908 by the executiv committee of the *The Redwood,* this award is given to the student who writes th

st essay on a historical subject as determined by the History Department culty.

alian

n Jose Civic Club Prize Founded in 1956, this award is given by the Italian culty to the student most diligent in the study of Italian.

anguage

chard F. Rebello Phi Sigma Iota Award Established in 1986 by the family of e late Richard Rebello, longtime University staff member, these awards are ven by the Modern Languages Department to junior or senior language ajors for outstanding accomplishments in the study of a foreign language and lture.

lathematics

eshman Mathematics Prize Established in 1958, this annual award of books given by the faculty of the Mathematics Department to the freshman student ho demonstrates excellence in mathematical study and achievement, deter-ined by a competitive examination each spring.

eorge W. Evans Memorial Prizes Founded in 1972 by the family and friends the late George W. Evans II, professor of mathematics at the University, ese awards are given to the male and female students placing highest in the illiam Lowell Putnam Mathematical Competition. A third award is given to e student judged most outstanding in mathematical writing and research by a nel of mathematics consultants.

lusic

nerican Choral Directors Association National Choral Student Award This vard is given to a student who has been involved in continued participation in oral ensembles, has provided service to the ensemble and conductor, has monstrated a high degree of choral proficiency and music literacy, and has ntributed to the advancement of choral singing at the University.

epartment of Music Certificate for Distinguished Musical Performance tablished in 1980 by the faculty of the Music Department, the performer's rtificate is awarded to a student demonstrating exceptional accomplishment music, excellence in musicality, and technical proficiency.

rrigo and Catherine Descalzi Prize Established in 1990 in honor of Arrigo d Catherine Descalzi, this award is presented to the senior music student ho, in the judgment of the Music Department faculty, best demonstrates chnical and artistic growth and dedication to the art of music.

Natural Science

Orella Prize Established in 1915 by Dr. Firim R. Orella, B.S. 1889, an funded in 1945 by his wife, Albertine S. Orella, this prize is awarded to th senior science student who attains the highest average in scientific subjects.

Philosophy

Class of 1939 Award in Philosophy Established in 1983 by the Class of 193 this award is given by the Philosophy Department faculty to the junior studer who has achieved academic excellence in the study of philosophy in the Jesu tradition.

Sourisseau Prize Founded in 1956 by Miss Eva Sourisseau in honor of he parents and family, this award is given by the Philosophy Department faculty t the senior student demonstrating outstanding achievement in the study philosophy.

Physics

IBM Corporation Prize Established in 1979 by IBM, this prize is awarded t the most outstanding student in Physics 4, 5, and 6 (Physics for Scientists an Engineers I, II, and III) as selected by the faculty who teach the sequence.

Political Science

Michael Shallo Prize Founded by the University in 1955 in honor of Micha Shallo, S.J., this award is given by the Political Science Department faculty t the student judged most proficient in political science.

Psychology

Wilhelm Wundt Award Established in 1988, this annual award is given by th Psychology Department faculty to the senior student who has excelled i scholarship, research, and service to the department.

Religious Studies

Religious Studies Prize Established in 1950 by the president of the Universit this prize is given each year by the Religious Studies Department faculty to th student most proficient in religious studies.

Sociology and Anthropology

Witold Krassowski Sociology/Anthropology Awards Established in 1979 by th department, alumni, and friends in honor of Prof. Witold Krassowski, the fir sociologist at Santa Clara, these prizes are awarded by the faculty to the studen in the department demonstrating exemplary research in sociology an anthropology.

Theatre and Dance

William H. Leahy Prize Founded in 1925 in honor of William H. Leahy by his wife and his brother James, this prize is awarded to the graduating senior who has made the greatest contribution to dramatic art at Santa Clara as determined by the members of the Theatre and Dance Department.

DEPARTMENT OF MILITARY SCIENCE AWARDS

Armed Forces Communications and Electronics Award Established by the Department of the Army at Santa Clara in 1973, this annual award is given by the Military Science Department faculty to the cadet in a communications or electronics field who excels in academic achievement, demonstrated leadership potential, and meritorious contribution to the ROTC program.

Association of the U.S. Army ROTC Medal Established at Santa Clara in 1956 by the Department of the Army, this award is given by the Military Science Department faculty to the junior cadet judged most outstanding in meritorious academic attainment, exemplary conduct, efficiency, and fidelity.

George C. Marshall ROTC Award Established at Santa Clara in 1977 by the Department of the Army, this award is given by the Military Science Department faculty to the cadet judged most outstanding in military studies and leadership.

Medals of Santa Barbara Established by the University in 1953, these four gold medals are awarded annually by the president of the University to the outstanding cadet in each of the four years of military training for meritorious academic achievement, exemplary conduct, efficiency, and fidelity, as determined by the Military Science Department faculty.

Superior Cadet Award Established by the Department of the Army at Santa Clara in 1958, these ribbons are given by the Military Science Department faculty to the cadet in each of the four years of training who consistently demonstrates potential qualities of an officer, outstanding performance of duty, and overall proficiency.

12

Academic Regulations

GRADING SYSTEM

Grades reflecting the quality of a student's work are reported as follows: A (excellent), B (good), C (adequate), D (barely passing), F (not passing), P (pass), NP (not pass), and I (incomplete).

The grades A, B, C, and D may be modified by (+) or (-) suffixes, except that the grade of A may not be modified by a (+) suffix. Grade point values per unit are assigned as follows: A = 4.0; A- = 3.7; B+ = 3.3; B = 3.0; B- = 2.7; C+ = 2.3; C =2.0; C- = 1.7; D+ = 1.3; D = 1.0; D- = 0.7; and F, I (incomplete), P (pass), NP (not pass), AUD (audit), N (continuing work), NR (no grade reported by instructor—this notation is assigned by the Student Records Office)—and W (withdrawn) = 0. Unit credit, but not grade point credit, is awarded when the grade of P is assigned.

Students must achieve a grade point average of 2.0 in their declared major(s) and academic minor, as well as a cumulative grade point average of 2.0 or better in all courses in order to be eligible for graduation. A grade point average is determined by multiplying each grade point value by the number of quarter units assigned to the course, adding these grade point units from all courses taken, and dividing this sum by the total number of quarter units for which letter grades were reported.

Student grade reports, issued at the end of each quarter, indicate the grade point average earned during the quarter just completed as well as the cumulative grade point average the student has earned to this point.

Pass/Not Pass Option

A junior or senior may choose to take an *elective* course on a pass/not pass (P/NP) basis. (An elective course is one other than a University, College, or department requirement.) The pass/not pass choice can be made up to the final day of adding classes.

A grade of P signifies that the quality of work done is equivalent to a letter grade of C or better, while a grade of NP denotes work at the level of C-, D, or F. Courses taken under the pass/not pass option will fulfill graduation requirements but are not used in determining grade point averages.

Students may elect only one course per quarter on a pass/not pass basis. A maximum of six such courses can be applied to graduation requirements.

Incompletes

A student may receive an Incomplete grade (I) in a course if, because of extraordinary circumstances beyond the student's control, some essential portion of the assigned work has not been completed before the final examination. The unfinished work must be completed and given to the course instructor within three weeks of the beginning of classes in the next scheduled term (not the student's next term of enrollment), excluding summer session, unless extraordinary circumstances require an extension of time. All extensions of time must be in writing and approved by the dean; they should not exceed a period of time longer than two academic quarters after the Incomplete was earned, excluding summer session. Approval for an extension of time must be obtained and forwarded to the Student Records Office within the three-week period mentioned above.

Change of Grade

Only the instructor in charge of a course may assign grades. All grades, except incompletes, become final when they have been assigned and reported to the Student Records Office. An instructor may report to the Student Records Office a correction of a final grade only if a clerical or procedural error was made in assigning, transmitting, or recording the original grade.

Unit Overload Restrictions

The academic study program of students enrolled in the Leavey School of Business and Administration or the College of Arts and Sciences may not exceed 18 units per term unless the student has earned a cumulative grade point average at Santa Clara of at least 3.3 or has written permission from academic dean to exceed that number. Students in the School of Engineering are restricted to a maximum of four courses each term unless the same conditions are met.

Note: Students who do not meet the above criteria and register for more than 18 units without having received prior written approval of their dean will not receive credit for the additional course or courses taken.

COURSE RESTRICTIONS

Lower-division students may not enroll in upper-division courses without the written approval of their dean. Failure to obtain this written approval may result in loss of academic credit for the upper-division course or courses taken.

CHALLENGING COURSES

Students may challenge certain courses to satisfy specific subject requirements for graduation. However, units earned in this manner may neither be counted toward the total needed for graduation, nor used to satisfy the residency requirements.

To challenge a course, the student takes a special three- to four-hour examination on the material covered by that course and meets any additional requirements. All courses listed in the *Undergraduate Bulletin* may be challenged except those involving laboratory, studio, or specialized group work and those whose descriptions in the catalog are followed by the letters NCX.

In order to be eligible to challenge a course, students must (1) have completed at least one term at Santa Clara; (2) have a cumulative grade point average of at least 2.2 and a grade point average of 2.5 or better in their major; and (3) have received the permission of the instructor and academic dean of the School or College in which the course is offered. The petition form is available from the Student Records Office. Only currently enrolled students are eligible to challenge a course.

Challenge examinations are arranged by the instructor. The petition form must be submitted to the Student Records Office at least two weeks prior to the examination. A $50 fee is charged for each course challenged.

Challenged courses may not be graded P/NP, and no more than one course may be challenged each term.

REPETITION OF COURSES

With the written approval of the academic dean of their School or College, students may repeat a course in which they receive a grade of D. All courses, whether repeated or not, are included in the calculation of grade point averages. However, units needed for graduation will be awarded only once for each course passed.

A few courses are designated as repeatable, and students will receive a grade and units toward graduation for each successful completion.

AUDITING COURSES

Students may audit one course in addition to their regular study load. Permission to audit a course will be given only at the end of the late registration period, and then only if space is available in the class. Although no credit is assigned for an audited course, the audit can be used as preparation for a challenge of that course during the following term. The successful completion of an audit will be indicated on a student's transcript by the notation AUD. A maximum of three courses may be audited. For those students not enrolled full time, a course audit fee is charged.

INDEPENDENT STUDY

Under certain conditions, upper-division students may pursue independent study through directed reading, directed research, practica, or internships. To qualify, a student must have demonstrated a sufficient knowledge of the academic discipline involved to make independent study both possible and beneficial. No more than four independent study courses can be used to satisfy graduation requirements, and no more than one independent study course may

be taken per term. Certain practica and internships are not subject to the one course per term requirement.

Students wishing to enroll in independent study courses must submit the Petition for Independent Study form, together with the required materials and approvals, to their academic dean at least one week prior to the date of registration. The forms are available from the offices of the academic deans and the Student Records Office.

CHANGE IN REGISTRATION

During the first week of each term, students are permitted to alter their original registration schedule by following the regular procedures established for this purpose by the Student Records Office. During the second, third, and fourth weeks of classes, a student may withdraw from a class without a "W" notation appearing on the academic record. During the fifth, sixth, seventh, and eighth weeks of classes, a student is permitted to withdraw from a class, but a "W" notation will appear on the academic record. After the end of the eighth week of classes and up to one week before the final examination, a student may withdraw from a class only with written permission of the dean. No withdrawal is permitted during the final week of classes. The form required to effect a formal withdrawal from a class is available from the Student Records Office. Students may receive a grade of F in the class if they fail to file this form.

TRANSFER WITHIN THE UNIVERSITY

Students wishing to transfer from one School or College to another within the University must file a petition for admission with the dean of the School or College they wish to enter. The action taken as a result of the petition will depend on the applicant's past academic record and on the availability of space within that School or College. No student whose grade point average is less than 2.0 will be considered for transfer.

CONCURRENT ENROLLMENT

Permission for concurrent enrollment at another academic institution will be granted by the academic dean only for extraordinary reasons.

ATTENDANCE

Students are required to attend all classes. Penalties for absences are left to the discretion of individual instructors. Students are held accountable for all assignments in each course, whether or not the assignments were announced during an absence.

WRITTEN EXAMINATIONS

Written examinations are usually given at the middle and end of each term. Grade reports are issued only at the end of the term. Midterm letter grades in all

courses are calculated and made available by the instructor to all freshmen as well as to those sophomores, juniors, and seniors whose work is deficient.

ACADEMIC INTEGRITY

The University is committed to academic excellence and integrity. Students are expected to do their own work and to cite any sources that they use. A student who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, may receive a grade of F for the course. In addition, a student guilty of dishonest acts may be immediately dismissed from the University.

A student who violates copyright laws, including those covering the copying of software programs, or who knowingly alters official academic records from this or any other institution is subject to similar disciplinary action.

ACADEMIC STANDING

To be in good academic standing, a student must maintain a cumulative grade point average equal to or greater than 2.0 based on all courses taken at Santa Clara and must have completed in excess of a minimum number of units, as specified below. Failure to meet these conditions may result in academic probation or disqualification from future registration at the University.

Probation

Students who have completed at least three quarters of academic work at Santa Clara or elsewhere are subject to being placed on academic probation if their cumulative grade point average is less than 2.0 based on all courses taken at Santa Clara.

Students who have not yet completed three quarters of academic work at Santa Clara or elsewhere normally are not subject to academic probation as long as their cumulative grade point average is at least 1.6 based on all courses taken at Santa Clara.

Full-time students may also be subject to academic probation if they fail to make reasonable progress toward their degree. Thus, they are subject to academic probation if

1. they have not completed at least 36, 76, 115, or 160 quarter units by the end of their third, sixth, ninth, or twelfth quarters of residency, respectively; or
2. they have completed fewer than 36 quarter units in the past three quarters of residency.

Disqualification

Students are subject to disqualification from further registration at the University if

1. they remain on probation for more than two consecutive quarters; or

2. their cumulative grade point average falls below 1.6; or
3. they complete fewer than 30, 64, 100, or 150 quarter units by the end of their third, sixth, ninth, or twelfth quarters of residency, respectively.

Reinstatement

Reinstatement after disqualification from the University is rarely permitted, and then only on the recommendation of the dean of the School or College in which the student was enrolled. It also requires favorable action by the Committee on Admissions.

Requests for reinstatement should be addressed to the Admissions Office and must include a description of any activities engaged in during the period of disqualification that would indicate that an improved academic performance can be excepted in the future.

Note: Ordinarily a student may not apply for reinstatement within a year of the date of disqualification. The application will be considered only if the student's academic deficiencies can be removed within a reasonable period of time.

Withdrawal

Students who wish to withdraw from the University during a quarter must complete a withdrawal form and an exit interview at the Student Resource Center. If the formal requirements for withdrawal are met, the student's registration will be canceled without academic penalty. A withdrawal notation (W) will be assigned for each course from which the student withdraws after the fourth week of the quarter. Students who leave the University during a quarter without formally withdrawing are subject to failing grades in all courses in which they were registered and are ineligible for refund of fees.

Any student leaving the University at the conclusion of any quarter also should complete the standard withdrawal process.

No withdrawal, either during or at the end of a quarter, will be considered complete unless the student has met all the financial obligations at the University. Students attending the University on deferred payment plans or with student loans must also clear their financial obligations with the Credit and Collection Office. Students who have unpaid University bills will not receive academic transcripts until their account has been settled.

Reenrollment

Students who leave the University may return without filing a formal application for readmission if they meet *all* of the following conditions:

1. they left the University in good standing;
2. they plan to return to the same School or College of the University;
3. they are returning within a five-year period; and
4. they notify the Student Records Office in writing. If the notification is received in time, they may participate in advance registration.

Reenrolling students who have attended another college or university are required to forward to the Student Records Office an official transcript of all work completed during their absence. Reenrolling students may be subject to the curriculum requirements contained in the *Undergraduate Bulletin* in effect at the time of reentry.

Retention

For the latest academic year, 3 percent of the full-time undergraduate students who enrolled for the fall quarter did not maintain their enrollment for the full academic year.

13

University Religious, Social, and Cultural Life

CAMPUS MINISTRY

Campus Ministry functions as a leaven within the University community so that the Living God may be magnified in all people: students, staff, faculty, and alumni. In keeping with the Jesuit tradition of developing the person, and with the ideal that all of us be people for others, Campus Ministry seeks to facilitate growth in individuals and the community by its presence, programs, and services.

The Campus Ministry staff reflects the reality of the Church today: a team of men and women — lay, religious, and clergy — who encourage all members of this community to deepen their religious commitment in "the service of faith, of which the promotion of justice is an absolute requirement" (Decree 4, 32nd General Congregation of the Society of Jesus).

To attain this vision, Campus Ministry offers the University community a variety of programs: liturgies and other sacramental celebrations, retreats, counseling and spiritual direction, educational forums, interfaith sharing, and Bible studies. We collaborate with all segments of the community in the planning and carrying-out of our programs.

In all of this, Campus Ministry is guided by the words of the prophet Micah: "This is what the Lord asks of you, only this: to act justly, to love tenderly, and to walk humbly with your God."

STUDENT LIFE

Participation in extracurricular activities is encouraged as part of the total development of the Santa Clara student. The primary educational objective in supporting student activities and organizations is to foster a community that is enriched by men and women of diverse backgrounds and wherein freedom of inquiry and expression enjoy the highest priority.

The following sections describe various aspects of student life and services. The *Student Handbook,* which may be obtained from the Office of the Vice President for Student Development, provides more detailed information.

Student Conduct Code

Through its Student Conduct Code, the University attempts to foster an preserve a community where respect for people and property is paramount. A students are encouraged to pay special attention to the effect of their actions o others.

The president of Santa Clara University has delegated to the Office of th Vice President for Student Development general supervision for matters c student conduct. Specific responsibility and authority for the University jud cial system has been assigned to the dean of students. Student disciplinary case are heard by the appropriate judicial board council or by a judicial hearin officer. The dean of students or his/her designee determines which course c action is taken based on the nature of the case and the guidelines for judici boards/councils found in the *Judicial System Handbook.*

The structure of the University judicial system consists of

- Residence Life Judicial Councils, which are living-group councils com posed of students with jurisdiction over cases arising in or around res dence halls or apartments;
- the Student Life Judicial Council composed of students with jurisdictio over cases arising on or about the campus other than residence halls c apartments and at University-sponsored events in off-campus locations
- the University Discipline Council composed of students and faculty/staf which hears all cases of a serious nature and any case that may result i separation from the University;
- the University Board of Appeals composed of students and faculty/staf which hears appeals from the University Discipline Council.

Final appeals from all judicial bodies or hearing officers are made to th Office of the Vice President for Student Development acting on behalf of th president. In exceptional circumstances, the vice president for student develo ment may suspend the normal structure of the University judicial system an appoint judicial hearing officers to conduct disciplinary hearings.

Student Housing

The University maintains residence halls and apartment complexes accon modating about 2,000 students. Each residence hall room is furnished wit standard twin beds, desks, chairs, chests, and bookshelves. Residence hal have common bath facilities, and some student rooms have sinks. Most res dence hall rooms are planned for double occupancy. The apartment complex include one- and two-bedroom units furnished appropriately to the size an style of the apartment. Most of the residence halls are coeducational by floor c wing, with students sharing lounge areas, study rooms, television and recre tion rooms, kitchens, coin-operated laundry facilities, and other commo services.

Both professional and student staff live in campus housing and are committed to providing an atmosphere conducive to effective community living. The goal of the staff is to provide a living-learning environment that encourages academic achievement while assisting each individual student and the resident community in their development.

Students who wish to apply for accommodations in University housing should submit an application and contract with the required housing prepayment deposit to the Office of Housing and Residence Life. Freshmen submitting the required contract and prepayment deposit by the designated deadline are guaranteed accommodations in University housing. If a housing reservation is canceled, the prepayment deposit will be forfeited in accordance with the refund schedule. Upperclassmen are assigned University housing in accordance with the housing room selection and assignment process.

Requests for applications and other correspondence regarding student housing should be addressed to the Office of Housing and Residence Life.

Athletics

The University maintains a well-balanced program of intercollegiate, instructional, and intramural athletics.

Intercollegiate competition for men is conducted in football, basketball, baseball, tennis, water polo, golf, soccer, crew, bowling, cross-country, boxing, volleyball, lacrosse, and rugby. Intercollegiate competition for women is conducted in volleyball, basketball, softball, tennis, cross-country, soccer, crew, golf, and bowling. All of the participants in these sports compete against opponents of recognized national standing.

The University is a member of the National Collegiate Athletic Association, West Coast Conference, and Western Football Conference.

Student Government

Associated Students is the official undergraduate voice of the student body. As such, its role and responsibility are to effectively represent students' needs, desires, and opinions by the active participation of student leaders in all areas of the University, including significant decisions that affect students and frequent interaction with student constituents.

Associated Students is divided into four main categories: administrative, legislative, services, and programming. The Executive Board, comprising six elected student leaders, constitutes the administrative arm. Twenty-four elected senators and five appointed Board of Constitutional Review members make up the legislative area and are responsible for administering and interpreting the rules and regulations governing Associated Students. Numerous officials in services, another large part of the organization, oversee the operation of a student convenience store, a student rental operation, free legal consulting, a book exchange program, and many more. Finally, through programming organizers, Social Presentations, Class Officers, and other clubs provide a wide variety of entertaining events the entire campus can enjoy.

Student Media

KSCU-FM Radio KSCU-FM is managed and operated by Santa Clara students. It is designed to train students in broadcasting skills and to provide the University community with music, news, sports, and public service information.

The Santa Clara Review *The Santa Clara Review* (formerly *The Owl*), founded in 1869, is the University's literary magazine and the oldest college publication in the West. It invites authors from every academic area to present their works for publication. Published three times a year, the magazine includes essays, journalistic pieces, short stories, poetry, and reviews.

The Redwood Having recently published its eighty-sixth edition, *The Redwood,* the University's student-produced yearbook, continues to record the annual story of the University. Over the years, *The Redwood* has earned a reputation for trendsetting and creativity in text, photography, layout, and graphic design.

The Santa Clara As the weekly campus newspaper, *The Santa Clara* reports on current events, sports, entertainment, and people. Outstanding coverage and design recently earned *The Santa Clara* an award that placed it in the top sixth of the country's university papers. All students, both undergraduate and graduate, are welcome to join the staff of nearly 75 students who work in reporting, photography, graphic design, typesetting, advertising, and layout.

Student Organizations

Santa Clara Community Action Program The Santa Clara Community Action Program (SCCAP) is a student volunteer organization founded in 1966. The volunteer opportunities that it offers in schools, hospitals, special educational centers, and the local jail system provide experiences in education, law, medicine, psychology, religious studies, and sociology. This exposure is not only useful in making wise career decisions, but also important in the sharing of moral values.

Students Programming Alternative Campus Events Students Programming Alternative Campus Events (SPACE) provides special alternative programs in recreation, fine arts and performing arts, noncredit courses, and leisure pastimes for students, faculty, and staff.

Multicultural Center Program Board The Multicultural Center Program Board sponsors events and activities that promote diversity on the campus and reflect the University's commitment to enhancing awareness and understanding of cultural pluralism.

Fraternities and Sororities Santa Clara University has four national fraternities (Sigma Alpha Epsilon, Sigma Pi, Theta Chi, and Pi Kappa Alpha); three

ational sororities (Alpha Chi Omega, Alpha Phi, and Delta Gamma); Panhellenic Council and Interfraternity Council; and Order of Omega, a national honorary society for outstanding fraternity and sorority members.

Debate Santa Clara has traditionally had one of the strongest intercollegiate debate teams in the western United States. The team participates in approximately ten tournaments annually, including several out-of-state invitationals. The program is open to participation by all students, and some scholarships are available to those with previous experience in national contests. For information regarding these scholarships, contact the Financial Aid Office.

Honor Societies Santa Clara University honor societies are listed on pages 240–243.

Student Clubs

Students can become involved in a number of the more than 70 academic, recreational, religious, social, ethnic, and political organizations active on campus.

STUDENT RESOURCES AND SERVICES

Listed below are the many service centers established to meet the needs of students. Each center provides a variety of programs to encourage personal growth.

Career Services Center

The Career Services Center provides a variety of services to assist students in clarifying, planning, and achieving their career goals.

A professional staff of counselors offers career counseling to individuals and groups. Workshops are held regularly on career planning, which includes self-assessment, resume writing, interviewing, and job search strategies. Programs have been developed that bring professionals from various fields to present information about career opportunities. A special program of informational interviewing links students with alumni in a variety of fields.

The Career Services Center maintains strong contacts with employers. Information on internships and cooperative education is available, as well as listings of full-time, part-time, summer, temporary, and work-study jobs. Over 350 local, national, and international employers recruit on campus to fill employment needs. Career fairs also attract many employers to the campus. The center maintians an extensive file with names of contacts at employer organizations.

Counseling Services and Programs

Counseling Services and Programs, located on the second floor of Benson Memorial Center, offers free professional counseling to all undergraduate and

graduate students. Confidential psychological counseling in a supportive at mosphere is designed to help students develop greater self-understanding an become more personally effective. Some of the concerns that students discus with counselors include stress, depression, sexuality, individual identity an family, friendship, and love relationships. The special issues of minority an international students are recognized. In addition to individual, couples, an family counseling, small groups and workshops related to topics of genera interest are frequently offered. Consultation and referral for faculty, staff, an alumni and training opportunities for graduate students in counseling are als available.

Students in crisis or with urgent needs can be seen immediately on a walk-i basis, and regular appointments through the receptionist can usually be mad within one week by calling 408-554-4172. Counseling hours are Monda through Friday, 8:00 a.m. to 5:00 p.m. and evenings by appointment.

Office of Student Activities

The Office of Student Activities, located in the basement of Benson Memori al Center, assists students maximize their educational, cultural, social, an service opportunities outside the classroom. The Student Activities staff advis Associated Students (ASSCU), Santa Clara Community Action Progran (SCCAP), Students Programming Alternative Campus Events (SPACE), Socia Presentations, Multicultural Program Board, the student media, clubs an organizations, and fraternities and sororities. Students interested in joining student organization or forming a new club or organization are encouraged t come by the Office of Student Activities for more information.

In the Jesuit tradition of responsibility for excellence, Santa Clara Universi ty is committed to the development of socially responsible leaders. The Offic of Student Activities has designed a comprehensive leadership education pro gram that is dedicated to preparing students to assume roles of leadership in th modern world.

Student Health Services

Student Health Services are located in the Cowell Center on campus.

Students may see the Student Health Services medical staff by appointmen or for emergency drop-in services 9:00 a.m. to 7:00 p.m. weekdays while th University is in session.

All full-time undergraduate students and full-time law students are eligibl for medical care at the center at no charge as health service fees are part of thei regular University fees. Graduate students and part-time undergraduate stu dents, on payment of the health service fee, are also eligible for medical care a the center. Health insurance coverage for outside care or other special needs i available and recommended for all students.

All students using Student Health Services are required to have a pre entrance health examination. Additional information about health insuranc coverage and pre-entrance examinations may be obtained from Student Healt Services.

Student Resource Center

The Student Resource Center provides services to help specific student populations achieve a successful and satisfying experience at Santa Clara University. The center also strives to increase the cultural awareness of the University community. In addition, the center conducts interviews for students considering withdrawal from the University. The following specific services are housed within the Student Resource Center:

Black Student Resources Black Student Resources addresses the varied needs of black students in settings that encourage cultural identity with the rich historical experience and continued contribution of African Americans. Programs and workshops about the African-American experience are coordinated through this office. BSR maintains liaison with SCU black alumni and sponsors informal leadership and mentoring programs for students with African-American community and professional organizations.

Chicano Student Resources Chicano Student Resources provides support and assistance to students who identify themselves as Chicano, Hispanic, or Latino. Individual student concerns pertaining to academic and personal adjustment are addressed, and referral to other University services is facilitated. In addition, CSR coordinates cultural, educational, and community involvement programs.

Disabled Student Resources Disabled Student Resources provides a centralized location where students with disabilities and chronic diseases are helped to participate effectively in all aspects of campus life. The office assists students in obtaining academic and housing accommodations, helps provide access to University programs and activities, serves as a liaison between students and outside agencies, and works to promote awareness of disability concerns at the University.

International Student Resources International Student Resources provides general assistance and referrals, cultural programs, speakers, and workshops for international students. The programs are specifically designed to encourage relationships between American and international students. ISR also provides assistance and support to international students' clubs.

Off-Campus Student Resources Off-Campus Student Resources encourages commuter students to become more involved in the co-academic programs offered at SCU. The Off-Campus Students Association sponsors social activities targeted for nonresidential students. The office also facilitates interaction between on-campus and off-campus students and encourages more involvement and a sense of community for students not living on campus.

Women Student Resources Women Student Resources provides support, information, and programs that promote the personal, educational, and professional interests of women at Santa Clara. By encouraging University women to pursue their individual and collective goals, Women Student Resources reflects

its commitment to challenge those aspects of society that diminish an individual's capacity to achieve full potential. Women Student Resources sponsors workshops and speakers on issues of concern to women and maintains a circulating resource library of books and current periodicals.

Project 50 Project 50 is a special program that encourages local eighth graders from low-income families to complete high school and pursue a college education. Approximately 50 disadvantaged students, chosen on the basis of academic potential, need for motivational support, and low-income background, participate in this summer program each year. About 90 percent of those selected are members of ethnic minorities. Students in Project 50 strive for a spirit of personal value and self-assurance with the support of caring counselors, teachers, and other individuals. For Santa Clara students-turned-counselors, Project 50 provides an enriching experience.

Teaching and Learning Center

The Teaching and Learning Center, located in 247 Bannan Hall, offers a variety of programs to help students improve their learning skills and prepare for further education.

Two tutorial programs provide undergraduate students with assistance in many classes. Through the Individual Tutorial Program, students may arrange for personal tutoring. Drop-in tutoring is also available at different campus locations. Training in study skills takes place through workshops or in individual sessions at the center. Students receive help with time management, reading and notetaking and learn ways to prepare for and improve performance on exams.

The center is especially useful to international graduate students who require special help in English by providing learning asssitance in a supportive and encouraging environment.

The Teaching and Learning Center also assists juniors, seniors, and graduate students planning to pursue graduate or professional studies select a school and secure financial aid. The center maintains a drop-in library of more than 800 graduate school catalogs and reference sources and arranges campus interviews with graduate school representatives from California schools as well as those from other states. Each year the center sponsors a combined Graduate/Career Information Day with the Career Services Center.

For national and international competitions for scholarships in which candidates must be officially nominated or endorsed by the University, the associate director, together with several members of the faculty, selects the nominees and arranges the endorsements. This office does not award fellowships, scholarships, or other financial assistance for study at Santa Clara or elsewhere.

The center also offers support for faculty through professional development programs such as workshops on teaching and learning and confidential individual evaluations of teaching.

14

Facilities

ADOBE LODGE

Adobe Lodge is the oldest building on campus. Restored in 1981 to its 1822 decor, the Lodge contains a presidential dining room as well as central and private dining facilities for faculty and staff.

BENSON MEMORIAL CENTER

The Robert F. Benson Memorial Center is the hub of campus life. The Benson Center is designed to meet the various needs of students, faculty, staff, alumni, and guests and to provide an environment for the education of the whole person that continues outside the classroom. Among the many services and facilities available are the Information Desk, Game Room, Brass Rail Cafe, Benson Cafeteria, Bronco Corral, Shapell Lounge, a convenience grocery store, meeting rooms, Mission City Federal Credit Union, the bookstore, and post office. In addition, the offices of Campus Ministry, a number of offices of the Division of Student Development, and offices of student government and organizations are housed in the center.

CLASSROOM BUILDINGS

Nine classroom buildings house not only some 72 classrooms but numerous administrative offices as well. Mayer Theatre and three Fine Arts buildings also provide special classroom, rehearsal, and performance facilities.

COMPUTING FACILITIES

Santa Clara provides mainframe and personal computing facilities to support educational programs. Free noncredit short courses for both types of computers are offered periodically. Computer labs are typically open from 9:00 a.m. to midnight Monday through Friday, with hours slightly reduced on weekends.

The principal academic mainframe system is a Digital Equipment Corporation VAX-8650 running under the VMS operating system. There is also a VAX-

11/750 running under the UNIX operating system. Approximately 75 terminals, located at three centers around campus, can access either of these machines. Both systems operate 24 hours per day, and student access through dial-up ports is also available.

PCs are concentrated in three general-purpose laboratories containing 140 IBM machines and various software packages for word processing, spreadsheet and data-base applications, and programming. Each of these PCs can also function as a terminal to the VAXes. An additional 90 IBM PCs are contained in three special-purpose classrooms: the English Writing Lab, Business School PC Classroom, and Engineering PC CAD Lab. Ten PCs and two ATs are located in three smaller clusters serving the Chemistry, Mathematics, and Physics departments.

The School of Engineering provides an advanced graphics workstation facility containing 50 Hewlett-Packard 9000 workstation computer systems with high-resolution color displays. These machines are located in two classroom facilities (20 systems each) and five engineering laboratories, and are used for computer-aided design (CAD), computer graphics, and software development by all four engineering disciplines. In addition, the School of Engineering has several 386 PCs and SUN workstations.

Most of the academic computers are connected by an Ethernet local area network (LAN) that provides high-speed communications between the various systems. The VAX-8650 is also a node on the BITNET wide-area network, providing students and faculty with electronic mail and file-transfer connections to over 3,000 nodes in the United States, Canada, Europe, Japan, and other countries around the world.

To encourage integration of computing into the curriculum in all disciplines, the University has made more than 150 IBM PCs available to faculty in every academic department.

COWELL HEALTH CENTER

Cowell Health Center offers health services to students (see page 262). The Cowell Center also houses the Public Safety Office and the University Personnel Department.

DE SAISSET MUSEUM

The de Saisset Museum includes American, European, African, and Oriental art, as well as historically important objects from the early days of Mission Santa Clara. In addition to its permanent collection, it features special exhibitions of traditional, modern, and contemporary art.

Museum hours are Tuesday through Sunday, 11:00 a.m. to 4:00 p.m.; closed Mondays and holidays.

KIDS ON CAMPUS

Kids on Campus is the University child care and preschool center for children of students, faculty, and staff members. The center is a cooperative

under the supervision of a volunteer committee of parents with a small staff of paid employees and parent and student volunteers. It also used occasionally by students in psychology and education courses for practicum experiences. The preschoolers benefit from a carefully developed program designed to meet their interests and to prepare them for kingdergarten. Students are encouraged to visit the Kids on Campus facilities on the east side of the campus.

LEAVEY ACTIVITIES CENTER

Leavey Activities Center is a widely used extracurricular facility at Santa Clara. Since the construction of this approximately two acres of recreational space, the intramural and recreation programs have achieved 80 percent student participation and maintained a high level of interest in competition, recreation, and social activity.

Included in the center is the Toso Pavilion for basketball, as well as racquetball courts, a volleyball area, swimming pool, men's and women's locker rooms, weight training section, sauna, and steam rooms. With such facilities and activities, the Leavey Activities Center has fulfilled its design for use by students, faculty, and staff of the University. It also continues to serve as a setting for cultural and social events.

A monthly schedule of hours and activities is posted on the Leavey bulletin board. Students must present validated ID cards to an attendant upon entering.

LOUIS B. MAYER THEATRE

The 500-seat Louis B. Mayer Theatre is designed to provide the traditional proscenium stage common to most theatres, as well as an orchestra pit and thrust elevators that can be raised or lowered electrically. In a remarkably simple procedure, a wall is moved, a few seats are relocated, and the main theatre is reoriented to a new dramatic form that extends the stage into the auditorium so that the audience surrounds the action on three sides.

Mayer Theatre also has a special floor constructed for dance, as well as a large movie screen and film projector.

The Fess Parker Studio Theatre, housed within the Mayer Theatre complex, has no fixed stage or seating. Its "black box" design, complete with movable catwalks, provides superb flexibility in an experimental setting.

MISSION SANTA CLARA

Mission Church marks the historic heart of the University. Adjacent to the beautiful Mission Gardens, the Church holds regular liturgical and sacramental services and provides an open place for quiet reflection and prayer.

NOBILI HALL

Nobili Hall provides on-campus housing for the University's Jesuit community. The four-story facility, named for John Nobili, first president of the college, contains a dining area and a chapel.

MICHEL ORRADRE LIBRARY

The collections and services of the Michel Orradre Library are designed to support the University's undergraduate and graduate academic programs. The collection, which dates from the founding of Mission Santa Clara, now contains more than 525,000 volumes and more than 435,000 microforms. Currently, approximately 3,500 serial subscriptions are being received. The library is a depository for U.S. and California government documents, which number more than 300,000 publications.

Library staff at the reference and documents desks are prepared to assist students, and helpful publications and guides to the library's collections and services are always available. The Reference Department provides interlibrary loan and online database searching.

Located in the library are open reading areas, individual study carrels, and small group rooms; copy facilities for hard copies and microformats; and a personal computer laboratory.

During the academic year, the library is open 7 days a week for a total of 108 hours. Most books circulate for 15 to 21 days, but loan periods for heavily used materials on course reserve are limited to two hours or 1, 3, or 7 days.

A small branch library located in the Daly Science Center supplies services and collections for biology, chemistry, physics, and related disciplines.

RICARD MEMORIAL OBSERVATORY

Named after Father Jerome S. Ricard, S.J., Santa Clara's "Padre of the Rains" who was most famous for his "sunspot theory" of weather forecasting, the observatory now houses all of the University's audiovisual equipment and Media Services. Media Services offers downlink capabilities affording the University community the opportunity to participate in satellite broadcasts and teleconferences.

BUCK SHAW STADIUM

Built in 1962 for Santa Clara's varsity football, baseball, and soccer programs, the 10,000-seat stadium and the surrounding practice fields are the outdoor facilities for Santa Clara's highly successful intercollegiate and intramural athletic programs.

STUDENT HOUSING

The student residence halls and apartment complexes, described on pages 258–259, offer students a variety of choices in their University housing, from the close-to-campus apartment life to on-campus living. Facilities include study and recreational areas in addition to student sleeping rooms and service areas.

Accreditations and Memberships

ONE HUNDRED AND FORTY-FIRST YEAR
1991–92

Accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges

Accredited by the American Assembly of Collegiate Schools of Business (Undergraduate and Graduate Programs)

Accredited by the American Bar Association

Admitted to Membership in the Association of American Law Schools

Accredited by the State Bar of California

Accredited by the Accreditation Board for Engineering and Technology (Undergraduate Civil, Computer, Electrical, and Mechanical Engineering)

Approved by the California State Commission on Teacher Credentialing

Accredited by the American Chemical Society

Admitted to Membership in the National Association of Schools of Music

Admitted to Membership in the National Association of Schools of Theatre

Accredited by the American Association of Museums

Member of the American Council on Education

Member of the Council of Graduate Schools in the United States

Member of the American Council of Learned Societies

Member of the Association of Jesuit Colleges and Universities

Member of the Conference of Western Law Schools

Member of the College Entrance Examination Board

Member of the Association of American Colleges

Member of the Association of Independent California Colleges and Universities

Member of the Council for Advancement and Support of Education

Institutional Member of the American Mathematical Society

Academic Member of the Mathematical Association of America

Member of the Western Association of Graduate Schools

Member of the Law School Admission Council

Officers

UNIVERSITY ADMINISTRATORS

Paul L. Locatelli, S.J., DBA ..... *President*
Stephen A. Privett, S.J., Ph.D. ..... *Vice President for Academic Affairs*
Ralph H. Beaudoin, MBA ..... *Vice President for Business and Finance*
Eugene F. Gerwe, B.S. ..... *Vice President for University Relations*
James I. Briggs, M.A. ..... *Vice President for Student Development*

UNIVERSITY SERVICES

Daniel J. Saracino, M.A. ..... *Dean, Undergraduate Admissions*
Jerrold E. Kerr, B.A. ..... *Executive Director, Alumni Association*
Sr. Maureen Schaukowitch, OSF ..... *Director, Campus Ministry*
Elizabeth Salzer, AMLS ..... *University Librarian*
Richard J. Toomey, J.D. ..... *Director, Student Records and Financial Services*

COUNCIL OF DEANS

Peter A. Facione, Ph.D. ..... *Dean, College of Arts and Sciences*
James L. Koch, Ph.D. ..... *Dean, Leavey School of Business and Administration*
Jo Ann Vasquez, Ph.D. ..... *Dean, Division of Counseling Psychology and Education*
Terry E. Shoup, Ph.D. ..... *Dean, School of Engineering*
Gerald F. Uelmen, LL.M. ..... *Dean, School of Law*
Francisco Jiménez, Ph.D.* ..... *Associate Vice President for Academic Affairs*
Ronald L. Danielson, Ph.D.* ..... *Acting Associate Vice President for Academic Affairs*

**Ex officio*

Board of Trustees

Edward A. Panelli *(Chair)*
Saratoga, California

Edward M. Alvarez
San Jose, California

Louis I. Bannan, S.J.
Santa Clara, California

Lawrence H. Biondi, S.J.
St. Louis, Missouri

Ann S. Bowers
Austin, Texas

Patrick J. Cahalan, S.J.
Los Angeles, California

Louis M. Castruccio
Los Angeles, California

Gerald F. Cavanagh, S.J.
Detroit, Michigan

John A. Coleman, S.J.
Berkeley, California

Robert F. Curran, S.J.
San Francisco, California

Beth Doherty
San Jose, California

Mary McDougall Gordon
Saratoga, California

Frank S. Greene, Jr.
Saratoga, California

Edwin A. Heafey, Jr.
Oakland, California

John F. Kilmartin
Hillsborough, California

Jerome W. Komes *(Vice Chair)*
San Francisco, California

Jack D. Kuehler
Darien, Connecticut

John C. Lewis
Monte Sereno, California

Paul L. Locatelli, S.J.*
Santa Clara, California

A. C. Markkula, Jr.
Woodside, California

J. Thomas McCarthy
Los Angeles, California

Regis McKenna
Sunnyvale, California

John F. O'Hara
Rolling Hills Estates, California

Glenn E. Penisten
Palo Alto, California

John B. M. Place
San Francisco, California

Mario J. Prietto, S.J.
San Francisco, California

John A. Privett, S.J.*
Santa Clara, California

Philip S. Sanfilippo
Chair Emeritus
San Jose, California

Stephen C. Schott
Los Altos Hills, California

**Ex officio*

Terry Seidler
Pasadena, California

Francis R. Smith, S.J.
Santa Clara, California

Robert H. Smith
La Cañada, California

John A. Sobrato
Atherton, California

William C. Spohn, S.J.
Berkeley, California

Harold J. Toso
San Francisco, California

Agnieszka Winkler
Atherton, Calfornia

Board of Regents

William E. Terry *(Chair)*
Los Altos Hills, California

Rima M. Abu Zayyad
Portola Valley, California

William J. Adams, Jr.
San Jose, California

Lee R. Artoe
Wilmette, Illinois

Joseph A. Barkett
Stockton, California

Theodore J. Biagini
San Jose, California

Adele Bihn
San Jose, California

Phillip R. Boyce
Saratoga, California

Margaret M. Bradshaw*
San Jose, California

Charles W. Cantoni
Cupertino, California

Anthony Carollo
Paradise Valley, Arizona

B. T. Collins
Carmichael, California

Peter J. Coniglio
Monterey, California

James P. Conn
Hillsborough, California

Francis C. Damrell
Modesto, California

Juan de Luna*
San Diego, California

John J. Donovan, Jr.
Oakland, California

Joseph J. Dooling*
Los Altos, California

Paul C. Ely, Jr.
Menlo Park, California

Michael A. Enright
Los Angeles, California

Michael A. Espy
Yazoo City, Mississippi

Thomas T. Farley
Pueblo, Colorado

Dennis B. Ferguson
Portland, Oregon

Lucie J. Fjeldstad
Stamford, Connecticut

Michael E. Fox
Saratoga, California

Robert J. Gallo
Modesto, California

Jeanette A. Garretty
Redwood City, California

Thomas W. Halligan
Los Altos, California

Frank M. Heffernan, Jr.
Ross, California

**Ex officio*

Robert P. Heffernan
Wellesley, Massachusetts

Martin J. Jenkins
Oakland, California

Ramon L. Jiménez*
San Jose, California

Larry Jinks
Saratoga, California

Rupert H. Johnson, Jr.
Hillsborough, California

Kevin R. Kelly
Portland, Oregon

Richard J. Lautze
Redwood City, California

Robert F. Lautze
San Carlos, California

Patricia N. Lowell
San Jose, California

John F. Mallen
Saratoga, California

Bert Mantelli
Gilroy, California

Gary McBee
Hillsborough, California

Joseph A. McCarthy
Saratoga, California

Robert F. McCullough
Belvedere, California

Ann McNulty
Capistrano Beach, California

Isamu Minami
Santa Maria, California

Norman Y. Mineta
San Jose, California

Patrick L. Nally
Flintridge, California

Wilmot J. Nicholson
Carmel, California

R. Douglas Norby
San Francisco, California

Matthew J. O'Rourke
Los Altos Hills, California

Mary Orradre
San Ardo, California

Carole Antonini Rodoni
Hillsborough, California

Santiago Rodriguez
Cupertino, California

Murphy Sabatino
San Jose, California

William J. Scilacci
San Jose, California

Stanley A. Seneker
Franklin, Michigan

William E. B. Siart
Los Angeles, California

Robert A. Smith, Sr.
Flintridge, California

Abby Sobrato*
Saratoga, California

Theodore M. Welp
Tucson, Arizona

Henry T. Yamate
Saratoga, California

**Ex officio*

Faculty

ENDOWED ACADEMIC CHAIRS

University

Joseph S. Alemany Professor
Chaiho Kim (Decision and Information Sciences)

Lee and Seymour Graff Professor
(position vacant)

Clare Boothe Luce Professor
Samiha Mourad (Electrical Engineering)
Amy M. Shachter (Chemistry)

John Nobili, S.J., Professor
(position vacant) (Religious Studies)

Phil and Bobbie Sanfilippo Professor
Francisco Jiménez (Modern Languages)

Benjamin and Mae Swig Professor
Dragoslav D. Siljak (Electrical Engineering)

Harold and Edythe Toso Professor
Victor B. Vari (Italian)

College of Arts and Sciences

Patrick A. Donohoe, S.J., Professor
Mary McDougall Gordon (History)

Austin J. Fagothey, S.J., Professor
Gerald A. McCool, S.J. (Philosophy)

Bernard J. Hanley Professor
(position vacant) (Religious Studies)

Walter E. Schmidt, S.J., Professor
(distinguished appointees) (Communication)

Frank Sinatra Professor
Henry Mollicone (Music)

Michael and Elizabeth Valeriote Professor
Gerald L. Alexanderson (Mathematics)

School of Engineering

Thomas J. Bannan Professor
(position vacant)

Wilmot J. Nicholson Family Professor
Shu-Park Chan (Electrical Engineering)

John M. Sobrato Professor
Terry E. Shoup (Engineering)

Leavey School of Business and Administration

Charles J. Dirksen Professor of Business Ethics
Manuel G. Velasquez (Philosophy)

W. M. Keck Foundation Professor
Mario L. Belotti (Economics)

Glenn Klimek Professor
Albert V. Bruno (Marketing)

Robert and Barbara McCullough Professor
Jane A. Ou (Accounting)

Naumes Family Professor
Robert A. Collins (Agribusiness)

Michel and Mary Orradre Professor
(position vacant)

JCPenney Research Professor
Shelby H. McIntyre (Marketing)
Stephen A. Smith (Decision and Information Sciences)

Stephen and Patricia Schott Professor
Peter Chinloy (Economics)

L. J. Skaggs Professor
Dale D. Achabal (Marketing)

PROFESSORS EMERITI

WILLIAM A. BARKER II (1964)
Professor of Physics, Emeritus
B.A., 1941, Yale University; M.A.,1948, California Institute of Technology; Ph.D., 1952, St. Louis University.

JOSEPH F. DECK (1936)
Professor of Chemistry, Emeritus; Coordinator, Combined Sciences Program
A.B., 1928, M.A., 1930, St. Louis University; Ph.D., 1932, University of Kansas.

THOMAS N. FAST (1957)
Professor of Biology, Emeritus
B.S., 1949, Santa Clara University; Ph.D., 1960, Stanford University.

EUGENE J. FISHER (1954)
Professor of Mechanical Engineering, Emeritus
BSME, 1950, Santa Clara University; M.S., 1965, Stanford University. Registered Professional Engineer in Mechanical Engineering.

THOMAS MAIER (1967)
Professor of Accounting, Emeritus
B.S., 1940, M.S., 1947, D.Ed., 1958, Temple University; MBA, 1967, Santa Clara University; CPA, State of California.

GERALD E. MARKLE (1963)
Professor of Engineering, Emeritus
B.S., 1936, M.S., 1938, University of Detroit; M.A., 1940, University of Michigan; Ph.D., 1954, Wayne State University.

NORMAN F. MARTIN, S.J. (1958)
Professor of History, Emeritus; Assistant to the President
A.B., 1941, A.M., 1942, Gonzaga University; STL, 1948, Colegio Maximo de San Miguel, Buenos Aires; A.M., 1950, Mexico City College (University of the Americas); Docter en Letras, 1957, National University of Mexico.

MATT S. MEIER (1963)
Professor of History, Emeritus
B.A., 1948, University of Miami; M.A., 1949, University of the Americas, Mexico City; Ph.D., 1954, University of California, Berkeley.

ELIZABETH J. MORAN (1963)
Professor of English, Emeritus
A.B., 1942, Indiana University; M.A., 1963, San Jose State University.

R. IAN MURRAY (1951)
Professor of Mechanical Engineering, Emeritus
B.S., 1949, M.S., 1951, Stanford University. Registered Professional Engineer in Mechanical Engineering.

HENRY P. NETTESHEIM (1947)
Professor of Electrical Engineering and Computer Science, Emeritus
BSEE, 1946, University of Wisconsin; M.S., 1951, Stanford University. Registered Professional Engineer.

RICHARD K. PEFLEY (1951)
Professor of Mechanical Engineering, Emeritus
B.S., 1944, M.S., 1951, M.E., 1960, Stanford University. Registered Professional Engineer.

RICHARD J. ROBERTS, S.J. (1961)
Professor of Political Science, Emeritus
A.B., 1935, University of San Francisco; M.A., 1943, St. Louis University; STL, 1949, Alma College; Ph.D., 1961, St. Louis University.

RONALD L. STUCKY (1966)
Professor of Business Administration, Emeritus
B.S.A., 1949, Purdue University; MBA, 1951, Harvard University; Ph.D., 1954, Purdue University.

FACULTY

DALE D. ACHABAL (1980)
Associate Professor of Marketing; Director, Retail Studies Program
B.A., 1968, M.A., 1970, San Francisco State University; Ph.D., 1975, University of Texas, Austin.

GERALD L. ALEXANDERSON (1958)
Professor of Mathematics; Chair, Department of Mathematics
B.A., 1955, University of Oregon; M.S., 1958, Stanford University.

HASAN S. ALKHATIB (1981)
Associate Professor of Computer Engineering
B.Sc., 1975, University of Baghdad; M.S., 1977, Illinois Institute of Technology; Ph.D., 1983, University of California, Santa Barbara.

KAREN M. ANDERSON (1988)
Assistant Professor of Psychology
B.A., 1979, Santa Clara University; M.S., 1981, University of Illinois; Ph.D., 1987, University of Pittsburgh.

ERIC C. APFELSTADT (1986)
Assistant Professor of Art
A.B., 1972, Indiana State University; MFA, 1979, Ph.D., 1987, Princeton University.

MARK D. ARDEMA (1986)
Professor of Mechanical Engineering; Chair, Department of Mechanical Engineering
B.S., 1964, M.S., 1965, Ph.D., 1974, University of California, Berkeley.

MARY ANN ASCHAUER (1974)
Senior Lecturer in English
B.A., 1969, M.A., 1974, Santa Clara University.

VIDYA N. AWASTHI (1988)
Assistant Professor of Accounting
M.A., 1976, Meerut University, India; MBA, 1984, California State University, Fresno; Ph.D., 1988, University of Washington.

CHRISTINE M. BACHEN (1989)
Assistant Professor of Communication
B.A., 1977, University of California, Los Angeles; Ph.D., 1982, Stanford University.

GREGORY A. BAKER (1988)
Assistant Professor of Agribusiness
B.S., 1978, M.S., 1980, Ph.D., 1982, Purdue University.

JOSÉ BARRÍA (1986)
Associate Professor of Mathematics
B.A., 1963, University of Concepcion, Chile; M.A., 1972, Ph.D., 1974, Indiana University.

BRIGID S. BARTON (1977)
Associate Professor of Art; Chair, Department of Art
B.A., 1965, Barnard College of Columbia University; M.A., 1968, Ph.D., 1976, University of California, Berkeley.

GEOFFREY BATE (1987)
Professor of Electrical Engineering; Associate Dean, School of Engineering
B.Sc., 1949, Ph.D., 1952, University of Sheffield.

PAUL G. BATOR (1988)
Assistant Professor of English
B.A., 1973, M.A., 1976, D.A., 1980, University of Michigan.

ROSE MARIE BEEBE (1986)
Assistant Professor of Modern Languages
B.A., 1976, Santa Clara University; M.A., 1980, Ph.D., 1983, Stanford University.

TERRY L. BEERS (1986)
Assistant Professor of English
B.A., 1977, M.A., 1982, California State University, Northridge; Ph.D., 1986, University of Southern California.

ROBERT A. BEKES (1988)
Associate Professor of Mathematics
B.A., 1966, University of California, Berkeley; M.A., 1970, Ph.D., 1973, University of Oregon.

CATHERINE M. BELL (1985)
Associate Professor of Religious Studies
B.A., 1975, Manhattanville College; M.A., 1976, Ph.D., 1983, University of Chicago.

CAROLYN G. BELLINGER-KAWAHARA (1990)
Assistant Professor of Biology
B.S., 1975, M.S., 1980, California State Polytechnic University, Pomona; Ph.D., 1984, University of California, Los Angeles.

MARIO L. BELOTTI (1959)
Professor of Economics; Director, Institute of Agribusiness
B.S., 1954, M.A., 1955, Midwestern University; Ph.D., 1960, University of Texas.

PATRICIA J. BENDIGKEIT (1980)
Senior Lecturer in Communication; Director of Debate
B.A., 1972, M.A., 1975, San Jose State University.

STEVEN R. BENSON (1990)
Assistant Professor of Mathematics
B.S., 1983, University of Texas, Austin; Ph.D., 1988, University of Illinois, Urbana.

ROBERTA E. BERLANI (1986)
Assistant Professor of Biology
B.S., 1977, Yale University; M.A., 1979, Ph.D., 1981, Columbia University.

SIMONE J. BILLINGS (1980)
Senior Lecturer in English
B.A., 1975, M.A., 1979, San Francisco State University.

JAMES R. BLAETTLER, S.J. (1989)
Lecturer in Art
B.S., 1969, Georgetown University; M.A., 1971, Columbia University; BST, 1980, Pontifical Gregorian University; M.A., 1983, Ph.D., 1989, University of Chicago.

KENNETH E. BLAKER (1965)
Associate Professor of Counseling Psychology; Director, Counseling Psychology Programs
B.A., 1958, M.Ed., 1960, University of Arizona; Ph.D., 1965, Southern Illinois University.

HANS C. BOEPPLE (1978)
Associate Professor of Music
B.M., 1973, M.M., 1975, Indiana University.

MARLYNN K. BOHMAN (1969)
Associate Professor of Accounting
B.S., 1955, University of Utah; MBA, 1957, University of California, Berkeley; Ph.D., 1970, University of Utah; CPA, State of California.

PHYLLIS BROWN (1982)
Lecturer in English
B.A., 1973, University of Rochester; M.A., 1975, Ph.D., 1979, University of Oregon.

LINDA S. BRUNAUER (1988)
Assistant Professor of Chemistry
B.S., 1978, San Jose State University; Ph.D., 1984, University of California, Los Angeles.

ALBERT V. BRUNO (1971)
Professor of Marketing; Associate Dean, Executive Development and International Business
B.S., 1967, M.S., 1969, Ph.D., 1971, Purdue University.

JERRY M. BURGER (1984)
Associate Professor of Psychology
B.A., 1974, M.S., 1977, California State University, Fresno; Ph.D., 1980, University of Missouri, Columbia.

CEDRIC U. BUSETTE (1981)
Associate Professor of Modern Languages; Associate Dean, College of Arts and Sciences; Director, Multidisciplinary Studies/Pre-teaching
B.A., 1960, Brooklyn College; M.A., 1965, Ph.D., 1968, University of Southern California.

DAVID F. CALDWELL (1978)
Professor of Management; Associate Dean, Graduate Studies; Chair, Department of Organizational Analysis and Management; Associate Director, Retail Studies Program
B.A., 1971, Whitworth College; M.S., 1973, Washington State University; Ph.D., 1978, University of California, Los Angeles.

LUIS CALERO, S.J. (1991)
Assistant Professor of Anthropology
B.A., 1974, Loyola University, New Orleans; M.Div., 1983, Jesuit School of Theology, Berkeley; Ph.D., 1987, University of California, Berkeley.

RAMON D. CHACON (1981)
Associate Professor of History; Director, Ethnic Studies
B.A., 1968, California State University, Fresno; M.A., 1972, M.A., 1976, Ph.D., 1983, Stanford University.

SHU-PARK CHAN (1963)
Professor of Electrical Engineering
B.S., 1955, Virginia Military Institute; M.S., 1957, Ph.D., 1963, University of Illinois.

MAH-LIH CHEN (1991)
Acting Assistant Professor of Economics
B.A., 1983, M.A., 1985, National Taiwan University.

STEVEN C. CHIESA (1987)
Assistant Professor of Civil Engineering and Engineering Mechanics
B.S., 1975, Santa Clara University; M.S., 1976, Stanford University; Ph.D., 1982, University of Notre Dame. Registered Professional Engineer in Civil Engineering.

PETER CHINLOY (1984)
Associate Professor of Economics
BSC, 1970, McGill University; M.A., 1972, Ph.D., 1974, Harvard University.

EDWARD H. CHOW (1990)
Assistant Professor of Finance
B.S., 1981, National Chengchi University, China; MBA, 1984, Ph.D., 1991, Indiana University.

ROBERT A. COLLINS (1989)
Professor of Agribusiness
B.A., 1971, Graceland College; M.A., 1973, Ph.D., 1975, University of Missouri.

FRANCIS J. CONLAN (1988)
Assistant Professor of Applied Mathematics
B.A., 1973, B.S., 1973, California State University, San Francisco; Ph.D., 1981, University of California, Davis; M.A., 1987, California State University, Sacramento.

MARTIN L. COOK (1982)
Associate Professor of Religious Studies
B.A., 1974, University of Illinois; M.A., 1975, Ph.D., 1985, University of Chicago.

RUTH E. COOK (1982)
Associate Professor of Education; Director, Special Education Programs; Director, Pupil Personnel Services Emphasis
B.A., 1960, University of Redlands; M.A., 1967, M.A., 1968, Ph.D., 1970, University of California, Los Angeles.

FRANCIS J. CORRIGAN (1967)
Professor of Finance
BSC, 1941, St. Louis University; MBA, 1943, Stanford University; Ph.D., 1952, St. Louis University.

RICHARD T. COZ, S.J. (1963)
Assistant Professor of Economics; Director, Studies Abroad
A.B., 1953, M.A., 1954, Gonzaga University.

PETER CROSBIE (1990)
Acting Assistant Professor of Marketing
B.Sc., 1985, University of Canterbury, New Zealand.

PAUL G. CROWLEY, S.J. (1989)
Assistant Professor of Religious Studies
A.B., 1973, Stanford University; M.A., 1975, Columbia University; Ph.D., 1984, Graduate Theological Union.

JANE LEFTWICH CURRY (1986)
Associate Professor of Political Science
B.A., 1969, Vassar College; M.A., 1971, Indiana University; Ph.D., 1979, Columbia University.

RONALD L. DANIELSON (1976)
Associate Professor of Computer Engineering; Acting Associate Vice President for Academic Affairs
B.A., 1967, University of Minnesota; M.S., 1968, Northwestern University; Ph.D., 1975, University of Illinois.

RUTH E. DAVIS (1979)
Associate Professor of Computer Engineering
B.S, 1973, Santa Clara University; M.S., 1976, San Jose State University; Ph.D., 1979, University of California, Santa Cruz.

KAREL L. DE BOUVÈRE, SCJ (1965)
Professor of Mathematics
Nat. Phil. Cand., 1948, Math. et Phys. Drs., 1953, Dr. Math. et Phys.Sc., 1959, University of Amsterdam.

ELENA M. DE COSTA (1987)
Assistant Professor of Modern Languages
B.A., 1971, Boston State College; M.A., 1972, Ph.D., 1976, University of Wisconsin, Madison.

JAMES P. DEGNAN (1963)
Professor of English
B.A., 1954, Memphis State University; M.A., 1956, University of Notre Dame.

JACQUES DELACROIX (1983)
Associate Professor of Management
A.B., 1965, A.M., 1970, Ph.D., 1974, Stanford University.

ANDRÉ L. DELBECQ (1979)
Professor of Management
B.A., 1958, University of Toledo; MBA, 1961, DBA, 1963, Indiana University.

HENRY G. DEMMERT (1968)
Associate Professor of Economics
B.A., 1965, Santa Clara University; M.A., 1969, Ph.D., 1972, Stanford University.

R. KELLY DETWEILER (1982)
Associate Professor of Art
B.A., 1975, California State University, Hayward; MFA, 1977, University of California, Davis.

WILLIAM F. DONNELLY, S.J. (1969)
Professor of Economics
BSC, 1949, Santa Clara University; M.A., 1957, Gonzaga University; MST, 1964, Santa Clara University; Ph.D., 1969, New York University.

RITA CLAIRE DORNER, O.P. (1983)
Lecturer in Religious Studies; Director, Graduate Program in Pastoral Ministries
B.A., 1959, Rosary College; M.A., 1967, De Paul University; M.A., 1978, Ph.D., 1987, Catholic University of America.

JOHN B. DRAHMANN (1954)
Professor of Physics; Coordinator, Combined Sciences Program
B.S., 1943, St. John's University, Minnesota; Ph.D., 1952, St. Louis University.

DIANE E. DREHER (1974)
Associate Professor of English
B.A., 1968, University of California, Riverside; M.A., 1970, Ph.D., 1973, University of California, Los Angeles.

JAGIENKA A. DRWESKI (1984)
Associate Professor of Theatre and Dance
Diploma 1953, State School of Ballet and Choreography, Warsaw; M.A., 1957, Warsaw Academy of Theatre.

WILLIAM T. DUFFY, JR. (1959)
Professor of Physics
BSEE, 1953, Santa Clara University; M.S., 1954, Ph.D., 1959, Stanford University.

FRANCIS X. DUGGAN (1962)
Professor of English
A.B., 1948, University of Notre Dame; M.A., 1950, Ph.D., 1960, University of Pennsylvania.

MARY JUDITH DUNBAR (1978)
Associate Professor of English
B.A., 1961, University of Redlands; M.A., 1966, Ph.D., 1976, Stanford University.

JOHN R. DUNLAP (1977)
Senior Lecturer in English and Classics
B.A., 1968, Santa Clara University; M.A., 1975, University of Minnesota.

MARILYN J. EDELSTEIN (1987)
Assistant Professor of English
B.A., 1974, Goddard College; M.A., 1978, University of Chicago; Ph.D., 1984, State University of New York, Buffalo.

JANICE S. EDGERLY-ROOKS (1988)
Assistant Professor of Biology
B.A., 1977, State University of New York, Cortland; M.S., 1980, State University of New York, Syracuse; Ph.D., 1986, Cornell University.

WILLIAM R. EISINGER (1972)
Associate Professor of Biology; Chair, Department of Biology
B.A., 1965, Hiram College; M.S., 1967, Purdue University; Ph.D., 1971, University of Miami.

JERALD R. ENOS, CSC (1988)
Assistant Professor of Theatre and Dance
B.A., 1979, California State University, Hayward; MFA, 1984, University of California, Los Angeles.

PETER A. FACIONE (1990)
Professor of Philosophy; Dean, College of Arts and Sciences
A.B., 1966, Sacred Heart College, Detroit; M.A., 1967, Ph.D., 1971, Michigan State University.

FRANK A. FARRIS (1984)
Associate Professor of Mathematics
B.A., 1977, Pomona College, Ph.D., 1981, Massachusetts Institute of Technology.

STEVEN L. FEDDER (1984)
Lecturer in Chemistry
B.A., 1972, Colorado College; Ph.D., 1978, Arizona State University.

GEORGE R. FEGAN (1987)
Associate Professor of Applied Mathematics; Chair, Department of Applied Mathematics
B.S., 1957, University of San Francisco; M.A., 1958, San Francisco State University; M.A., 1966, San Jose State University; Ph.D., 1973, Oregon State University.

CHARLES D. FEINSTEIN (1982)
Associate Professor of Decision and Information Sciences
B.S., 1967, Cooper Union; M.S., 1968, M.S., 1978, Ph.D., 1980, Stanford University.

JAMES W. FELT, S.J. (1965)
Professor of Philosophy
A.B., 1949, M.A., 1950, Gonzaga University; STL, 1957, Alma College; M.S., 1961, Ph.D., 1965, St. Louis University.

SUSAN J. FELTER (1983)
Associate Professor of Art
B.A., 1966, University of California, Berkeley; MFA, 1971, University of California, Los Angeles.

ALEXANDER J. FIELD (1982)
Professor of Economics; Chair, Department of Economics
A.B., 1970, Harvard University; M.Sc., Economics, 1971, London School of Economics; Ph.D., 1974, University of California, Berkeley.

E. JOHN FINNEMORE (1979)
Associate Professor of Civil Engineering and Engineering Mechanics
B.Sc., 1960, University of London; M.S., 1966, Ph.D., 1970, Stanford University. Registered Professional Engineer in Civil Engineering.

FRANCIS R. FLAIM (1938)
Professor of Biology
A.B., 1936, M.A., 1938, University of Utah; Ph.D., 1956, Stanford University.

JANET A. FLAMMANG (1978)
Associate Professor of Political Science; Chair, Department of Political Science
B.A., 1970, M.A., 1973, Ph.D., 1980, University of California, Los Angeles.

KAREN F. A. FOX (1980)
Associate Professor of Marketing; Director, International Business Program
A.B., 1964, Stanford University; MAT, 1966, Harvard University; MBA, 1980, Northwestern University; Ph.D., 1973, Stanford University.

DOROTHEA R. FRENCH (1985)
Assistant Professor of History
B.A., 1968, M.A., 1970, San Jose State University; Ph.D., 1985, University of California, Berkeley.

SUSAN FRISBIE (1982)
Lecturer in English
B.A., 1968, University of California, Los Angeles; M.A., 1974, San Francisco State University.

STEPHEN S. FUGITA (1990)
Associate Professor of Psychology
B.S., 1965, Ohio State University; M.S., 1968, Ph.D., 1969, University of California, Riverside.

ALMA M. GARCIA (1982)
Associate Professor of Sociology; Director, Women's Studies
B.A., 1974, University of Texas, El Paso; M.A., 1978, Ph.D., 1982, Harvard University.

STEVEN M. GELBER (1969)
Professor of History
B.S., 1965, Cornell University; M.S., 1967, Ph.D., 1972, University of Wisconsin.

MANOOCHEHR GHIASSI (1981)
Associate Professor of Decision and Information Sciences
B.S., 1970, University of Tehran; M.S., 1974, Southern Illinois University; M.S., 1979, Ph.D., 1980, University of Illinois, Urbana.

GEORGE F. GIACOMINI, JR. (1963)
Associate Professor of History; Assistant to the President
B.A., 1956, Santa Clara University; M.A., 1957, University of California, Berkeley.

ALBERT L. GIBSON (1969)
Senior Lecturer in Theatre and Dance
B.A., 1955, Stanford University; M.A., 1972, San Jose State University.

DENNIS R. GORDON (1980)
Associate Professor of Political Science; Director, International Studies Program
A.B., 1969, M.A., 1975, San Francisco State University; Ph.D., 1979, University of California, Santa Barbara.

MARY McDOUGALL GORDON (1975)
Professor of History
B.A., 1950, University of Sydney; M.A., 1952, Radcliffe College; Ph.D., 1974, University of Pittsburgh.

JILL GOODMAN GOULD (1988)
Lecturer in English
B.A., 1974, M.A., 1979, Ph.D., 1983, University of Oregon.

TIM A. GRACYK (1989)
Lecturer in English
B.A., 1981, M.A., 1986, San Francisco State University.

JAMES L. GRAINGER (1987)
Assistant Professor of Biology
B.A., 1973, University of California, Santa Cruz; Ph.D, 1978, University of California, Berkeley.

JOSEPH A. GRASSI (1971)
Professor of Religious Studies
B.A., 1943, Maryknoll College; B.D., 1948, Maryknoll Seminary; STL, 1949, Angelicum; S.S.L., 1951, Pontifical Biblical Institute.

WILLIAM S. GREENWALT (1982)
Associate Professor of Classics
B.A., 1975, M.A., 1978, Ph.D., 1985, University of Virginia.

EDWARD D. GROSS (1964)
Assistant Professor of English
A.B., 1947, M.A., 1951, Ph.D., 1964, University of Pennsylvania.

BRIAN P. HALL (1979)
Associate Professor of Counseling Psychology; Director, Pastoral Counseling Emphasis
B.A., 1959, University of London; M.Div., 1965, University of Western Ontario; Rel.D., 1969, Graduate School of Theology, Claremont.

JAMES L. HALL (1971)
Associate Professor of Management
B.A., 1960, Bates College; MBA, 1961, Rutgers University; Ph.D., 1971, University of Washington.

LARRY M. HALL (1987)
Assistant Professor of Military Science
B.S., 1971, Northwestern State University of Louisiana; MBA, Northeast Louisiana University; B.S., 1981, Louisiana State University. Major, Air Defense Artillery, U.S. Army Reserves.

PAUL R. HALMOS (1985)
Professor of Mathematics
B.S., 1934, M.S., 1935, Ph.D., 1938, University of Illinois.

SALLY A. HAMILTON (1988)
Assistant Professor of Finance
B.A., 1979, University of California, Davis; MBA, 1983, University of San Diego; Ph.D., 1987, University of California, Los Angeles.

DIANA HANCOCK (1984)
Assistant Professor of Finance
B.S., 1977, Santa Clara University; Ph.D., 1983, University of British Columbia.

ERIC O. HANSON (1976)
Professor of Political Science
B.A., 1966, M.A., 1967, Gonzaga University; M.A., 1972, Ph.D., 1976, Stanford University.

JOHN C. HAWLEY, S.J. (1986)
Assistant Professor of English
A.B., 1970, M.A., 1971, St. Louis University; M.Div., 1977, STM, 1977, Graduate Theological Union; Ph.D., 1985, University of Pennsylvania.

CARL H. HAYN, S.J. (1955)
Professor of Physics
A.B., 1939, A.M., 1940, Gonzaga University; STL, 1948, Alma College; Ph.D., 1955, St. Louis University.

TIMOTHY J. HEALY (1966)
Professor of Electrical Engineering; Chair, Electrical Engineering
BSEE, 1958, Seattle University; MSEE, 1959, Stanford University; Ph.D., 1966, University of Colorado.

JOHN R. HEATH (1991)
Associate Professor of Classics
B.A., 1977, Pomona College; M.A., 1980, Ph.D., 1982, Stanford University.

MARY ELAINE HEGLAND (1989)
Assistant Professor of Anthropology
B.A., 1966, Augustana College, Sioux Falls; M.A., 1973, New York University; Ph.D., 1986, State University of New York, Binghamton.

JOHN M. HEINEKE (1968)
Professor of Economics
B.S., 1962, St. Ambrose College; Ph.D., 1968, University of Iowa.

BRUCE S. HENDERSON (1988)
Assistant Professor of English
B.A., 1984, M.A., 1984, San Francisco State University; Ph.D., 1989, Stanford University.

SAMUEL R. HERNANDEZ (1977)
Associate Professor of Art
B.A., 1970, California State University, Hayward; MFA, 1974, University of Wisconsin.

FRED HICKLING (1987)
Assistant Professor of Mathematics
B.A., 1980, M.A., 1984, Ph.D., 1988, University of California, San Diego.

TIMOTHY K. HIGHT (1984)
Associate Professor of Mechanical Engineering
B.S., 1972, California Institute of Technology; M.S., 1973, Ph.D., 1977, Stanford University. Registered Professional Engineer in Mechanical Engineering.

ALBERT S. HOAGLAND (1984)
Adjunct Professor of Electrical Engineering; Director, Institute for Information Storage Technology
B.S., 1947, M.S., 1948, Ph.D., 1954, University of California, Berkeley.

MICHAEL J. HOLLERICH (1986)
Assistant Professor of Religious Studies
B.A., 1969, University of Notre Dame; MTS, 1972, Harvard University; Ph.D., 1986, University of Chicago.

DWIGHT N. HOPKINS (1988)
Assistant Professor of Religious Studies
B.A., 1976, Harvard University; M.Div., 1984, M.Phil., 1987, Ph.D., 1988, Union Theological Seminary.

LAURENCE R. IANNACCONE (1982)
Associate Professor of Economics
B.S., 1975, Stanford University; M.S., 1976, Ph.D., 1984, University of Chicago.

KICHIRO K. IWAMOTO (1965)
Assistant Professor of Sociology
A.B., 1958, Hunter College of CUNY; M.A., 1963, City College of CUNY; Ph.D., 1970, Purdue University.

WILLIAM R. JAMES (1956)
Associate Professor of Theatre and Dance
B.A., 1953, University of Nevada; M.A., 1956, San Jose State University; Ph.D., 1969, University of Iowa.

FRANCISCO JIMÉNEZ (1973)
Professor of Modern Languages; Associate Vice President for Academic Affairs
B.A., 1966, Santa Clara University; M.A., 1969, Ph.D., 1972, Columbia University.

HOJE JO (1990)
Assistant Professor of Finance
B.A., 1977, Seoul National University; MBA, 1982, State University of New York, Buffalo; Ph.D., 1986, University of Florida.

WILLIAM R. JOHANSON (1989)
Associate Professor of Physics; Chair, Department of Physics
B.S., 1972, University of Hawaii; M.S., 1974, Ph.D., 1978, University of California, Riverside.

STEVE A. JOHNSON, S.M. (1988)
Adjunct Lecturer of Education
B.A., 1977, University of California, Berkeley; M.A., 1985, Santa Clara University.

DIANE E. JONTE-PACE (1988)
Assistant Professor of Religious Studies
B.A., 1973, University of California, Santa Cruz; M.A., 1975, Ph.D., 1984, University of Chicago.

TRACEY L. KAHAN (1989)
Assistant Professor of Psychology
B.A., 1973, University of California, Irvine; M.A., 1979, California State University, Long Beach; Ph.D., 1985, State University of New York, Stony Brook.

PHILIP J. KAIN (1988)
Associate Professor of Philosophy; Chair, Department of Philosophy
B.A., 1966, Saint Mary's College; Ph.D., 1974, University of California, San Diego.

LINDA KAMAS (1988)
Assistant Professor of Economics
A.B., 1973, M.A., 1975, University of California, Los Angeles; Ph.D., 1982, University of California, Berkeley.

ALICE J. KELLY (1966)
Senior Lecturer in Mathematics
B.S., 1964, M.S., 1965, University of Oregon.

PHILIP R. KESTEN (1990)
Assistant Professor of Physics
B.S., 1978, Massachusetts Institute of Technology; M.S., 1980, Ph.D., 1985, University of Michigan.

MOHAMMAD ALI KETABCHI (1986)
Associate Professor of Computer Engineering
B.Sc., 1976, Polytechnic University of Tehran; M.Sc., 1980, George Washington University; Ph.D., 1985, University of Minnesota.

CHAIHO KIM (1964)
Professor of Decision and Information Sciences
B.A., 1958, Ouachita University; M.S., 1959, Ph.D., 1963, Columbia University.

JOYCE E. KING (1982)
Associate Professor of Education; Director, Teacher Education Program; Director, Interdisciplinary Education
B.A., 1969, Ph.D., 1974, Stanford University.

HAROLD P. KLEIN (1985)
Scientist-in-Residence, Department of Biology
B.A., 1942, Brooklyn College: Ph.D., 1950, University of California, Berkeley.

EDWARD KLEINSCHMIDT (1982)
Assistant Professor of English
B.A., 1974, St. Mary's College, Minnesota; M.A., 1976, Hollins College.

LEONARD F. KLOSINSKI (1964)
Associate Professor of Mathematics
B.S., 1961, Santa Clara University; M.A., 1963, Oregon State University.

JAMES L. KOCH (1990)
Professor of Management; Dean, Leavey School of Business and Administration
B.A., 1966, San Francisco State University; MBA, 1968, Ph.D., 1972, University of California, Los Angeles.

WITOLD KRASSOWSKI (1957)
Professor of Sociology; Coordinator, Multidisciplinary Studies
B.Sc., 1952, M.S., 1954, Purdue University; Ph.D., 1963, University of California, Los Angeles.

NANCY WAIT KROMM (1985)
Associate Professor of Music
B.Mus., 1973, M.Mus., 1975, University of Illinois.

JEROME A. KROTH (1975)
Associate Professor of Counseling Psychology
B.A., 1963, University of Michigan; M.A., 1965, University of Detroit; Ph.D., 1969, Florida State University.

CHRISTOPHER B. KULP (1986)
Assistant Professor of Philosophy
B.A., 1974, Lambuth College; M.A., 1979, Memphis State University; Ph.D., 1986, Vanderbilt University.

DALE G. LARSON (1982)
Associate Professor of Counseling Psychology; Director, Health Psychology Emphasis
B.A., 1971, University of Chicago; M.A., 1974, Ph.D., 1977, University of California, Berkeley.

DONALD P. LEACH (1985)
Senior Lecturer in Electrical Engineering
BSEE, 1958, Stanford University, MSEE, 1964, Ph.D., 1971, Santa Clara University.

STEPHEN C. LEE (1990)
Acting Assistant Professor of Communication
B.A., 1981, University of San Francisco; M.A., 1985, University of Texas, Austin.

WAYNE Y. LEE (1982)
Professor of Finance
BSME, 1967, De La Salle College; MBA, 1969, Santa Clara University; Ph.D., 1973, University of California, Los Angeles.

JOEL K. LEIDECKER (1968)
Associate Professor of Management
B.A., 1961, MBA, 1963, Ph.D., 1969, University of Washington.

LAURENCE LEVIN (1988)
Assistant Professor of Economics
B.A., 1981, University of Chicago; Ph.D., 1989, Stanford University.

BARBARA LEVITT (1990)
Assistant Professor of Management
B.A., 1977, B.A., 1978, University of Witwatersrand, South Africa; M.A., 1983, Ph.D., 1988, Stanford University.

DANIEL W. LEWIS (1975)
Associate Professor of Computer Engineering; Chair, Computer Engineering
BSEE, 1968, Georgia Institute of Technology; MSEE, 1972, E.E., 1975, Ph.D., 1975, Syracuse University.

QIANG LI (1990)
Assistant Professor of Computer Engineering
B.S., 1982, Xi'an Jiaotong University, China; M.S., 1984, Ph.D., 1989, Florida International University.

ARTHUR F. LIEBSCHER, S.J. (1986)
Assistant Professor of History
B.A., 1969, Santa Clara University; A.M., 1971, Ph.D., 1975, Indiana University, Bloomington; M.Div., 1984, STM, 1986, Jesuit School of Theology, Berkeley.

CHRISTIAAN T. LIEVESTRO (1969)
Associate Professor of English
A.B., 1950, State University of New York, Albany; M.A., 1953, Ph.D., 1958, Harvard University.

FUYAU LIN (1990)
Assistant Professor of Computer Engineering
B.S., 1980, Fengchia University, Taiwan; M.S., 1986, Ph.D., 1991, Case Western Reserve University.

NAM LING (1989)
Assistant Professor of Computer Engineering
B.S., 1981, National University of Singapore; M.S., 1985, Ph.D., 1989, University of Southwestern Louisiana.

PAUL L. LOCATELLI, S.J. (1974)
Professor of Accounting; President of the University
BSC, 1961, Santa Clara University; DBA, 1971, University of Southern California; M.Div., 1974, Jesuit School of Theology, Berkeley; CPA, State of California.

VERÓNICA GONZÁLEZ-MENA LOCOCO (1974)
Research Affiliate in Modern Languages
M.S., 1956, Universidad Femenina, Mexico; M.A., 1970, Santa Clara University; Ph.D., 1975, Stanford University.

DAVID E. LOGOTHETTI (1967)
Associate Professor of Mathematics; Director, Master of Science in Teaching Mathematics
A.B., 1957, M.A., 1962, Ph.D., 1972, University of California, Los Angeles.

CHARLES F. LOUIE (1963)
Professor of Accounting
B.S., 1954, MBA, 1955, Ph.D., 1963, University of California, Berkeley.

ROLAND C. LOWE (1968)
Associate Professor of Psychology
B.A., 1957, University of Massachusetts; M.A., 1960, Ph.D., 1962, Clark University.

TIMOTHY J. LUKES (1983)
Associate Professor of Political Science
B.A., 1972, University of California, Berkeley; M.A., 1974, University of California, Davis; Ph.D., 1981, University of Toronto.

SUZANNE M. LUTTMAN (1991)
Assistant Professor of Accounting
B.S., 1977, MBA, 1979, Indiana University; Ph.D., 1988, University of Illinois, Urbana-Champaign.

JOSEPH T. MA (1984)
Adjunct Professor of Mechanical Engineering; Coordinator, Cooperative Education Program
B.S., 1948, National Sun Yat-sen University; B.S., 1949, Texas Technological University; M.S., 1952, Purdue University; Ph.D., 1959, Iowa State University. Registered Professional Engineer in Mechanical Engineering.

ANNE R. MACKIE (1990)
Assistant Professor of Military Science
B.S., 1985, U.S. Military Academy; Captain, Aviation, U.S. Army, 1990, Aviation Officer Advanced Course.

LEE MAHON (1979)
Lecturer in Education; Director, Master's and Credential Program in Educational Administration
B.A., 1951, M.A., 1954, California State University, San Francisco; Ed.D., 1978, University of San Francisco.

GERDENIO M. MANUEL, S.J. (1985)
Associate Professor of Psychology
B.A., 1971, University of San Francisco; M.Div., 1978, Jesuit School of Theology, Berkeley; M.A., 1982, Ph.D., 1985, Duke University.

JO BURR MARGADANT (1983)
Assistant Professor of History
B.A., 1962, Mt. Holyoke College; M.A., 1964, Boston University; M.A., 1973, Ph.D., 1987, University of California, Davis.

JESÚS MARTÍNEZ-SALDAÑA (1991)
Lecturer in Political Science
B.S., 1982, Santa Clara University; M.A., 1985, University of California, Berkeley.

PHILIP T. McCORMICK (1958)
Professor of Physics
B.S., 1948, Ph.D., 1954, University of Notre Dame.

SHELBY H. McINTYRE (1976)
Professor of Marketing
B.S., 1965, MBA, 1973, Ph.D., 1976, Stanford University.

CLAUDIA MON PERE McISAAC (1982)
Lecturer in English
B.A., 1975, University of California, Berkeley; M.A., 1979, San Francisco State University.

GERALD McKEVITT, S.J. (1975)
Associate Professor of History; University Historian
B.A., 1961, University of San Francisco; M.A., 1964, University of Southern California; BST, 1975, Pontifical Gregorian University; Ph.D., 1972, University of California, Los Angeles.

JOHN H. McMANUS (1987)
Assistant Professor of Communication
A.B., 1970, College of the Holy Cross; A.M., 1974, University of Michigan, Ann Arbor; Ph.D., 1988, Stanford University.

EDWARD F. McQUARRIE (1985)
Assistant Professor of Marketing
B.A., 1976, Evergreen State College; Ph.D., 1985, University of Cincinnati.

GREGORY E. MEYER (1988)
Assistant Professor of Military Science
B.S., 1978, Kearney State College; M.A., 1980, Webster University. Major, Air Defense Artillery.

MICHAEL J. MEYER (1987)
Assistant Professor of Philosophy
B.A., 1978, University of Notre Dame; M.A., 1980, Johns Hopkins University; Ph.D., 1987, University of North Carolina, Chapel Hill.

PETER I. MINOWITZ (1985)
Assistant Professor of Political Science
B.A., 1976, Middlebury College; M.A., 1985, Ph.D, 1988, Harvard University.

DENNIS J. MOBERG (1975)
Professor of Management
B.S., 1966, University of Wisconsin; MBA, 1968, University of South Dakota; DBA, 1974, University of Southern California.

ISTVAN I. MOCSY (1970)
Associate Professor of History
B.A., 1962, M.A., 1964, University of Arizona; Ph.D., 1973, University of California, Los Angeles.

HENRY MOLLICONE (1985)
Artist-in-Residence, Departments of Music and Theatre and Dance
B.Mus., 1968, M. Mus., 1971, New England Conservatory of Music.

BARBARA MOLONY (1981)
Associate Professor of History
A.B., 1971, A.M., 1973, Ph.D., 1982, Harvard University.

ANNE MARIE MONGOVEN, O.P. (1982)
Associate Professor of Religious Studies
B.A., 1958, Edgewood College; M.A., 1966, Ph.D., 1982, Catholic University of America.

CATHERINE R. MONTFORT (1978)
Associate Professor of Modern Languages
Licence-es-Lettres, 1964, Universite d'Aix-Marseille; M.A., 1969, San Jose State University; Ph.D., 1977, Stanford University.

JOHN S. MOORING (1963)
Professor of Biology
A.B., 1950, University of California, Santa Barbara; Ph.D., 1956, University of California, Los Angeles.

MARYELLEN TOMAN MORI (1989)
Assistant Professor of Modern Languages
B.A., 1972, Yale University; M.A., 1978, Ph.D., 1988, Harvard University.

HELEN E. MORITZ (1977)
Associate Professor of Classics; Chair, Department of Classics; Chair, Department of Modern Languages
B.A., 1966, Rosary College; M.A., 1967, Ph.D., 1976, University of Chicago.

SAMIHA MOURAD (1987)
Associate Professor of Electrical Engineering
B.S., 1960, Ain-Shams University, Egypt; M.S., 1984, Polytechnic University, New York; Ph.D., 1970, North Carolina State University.

MICHAEL E. MOYNAHAN, S.J. (1989)
Assistant Professor of Religious Studies
B.A., 1968, Gonzaga University; M.Div., 1973, STL, 1982, Jesuit School of Theology; Th.D., 1982, Graduate Theological Union.

J. MICHAEL MUNSON (1976)
Associate Professor of Marketing
B.S., 1967, MBA, 1968, University of Utah; Ph.D., 1973, University of Illinois, Urbana.

BARBARA A. MURRAY (1978)
Assistant Professor of Theatre and Dance
B.A., 1973, Santa Clara University; MFA, 1976, Southern Methodist University.

STEVEN NAHMIAS (1979)
Professor of Decision and Information Sciences; Chair, Decision and Information Sciences
B.A., 1968, Queens College; B.S., 1968, Columbia University; M.S., 1971, Ph.D., 1972, Northwestern University.

LAWRENCE C. NATHAN (1970)
Professor of Chemistry
B.A., 1966, Linfield College; Ph.D., 1971, University of Utah.

ROBERT NUMAN (1976)
Associate Professor of Psychology; Chair, Department of Psychology
B.S., 1968, Brooklyn College; Ph.D., 1972, University of Tennessee.

ROGER T. NYQUIST (1968)
Professor of Music
B.Mus., 1957, Augustana College; M.Mus., 1958, Syracuse University; D.Mus., 1968, Indiana University.

TIMOTHY J. O'KEEFE (1965)
Associate Professor of History
A.B., 1961, St. Mary's College, California; M.A., 1963, Ph.D., 1968, University of Notre Dame.

TOKUNBO OGUNFUNMI (1990)
Assistant Professor of Electrical Engineering
B.S., 1980, University of Ife, Nigeria; M.S., 1984, Ph.D., 1990, Stanford University.

RICHARD H. OSBERG (1982)
Associate Professor of English
B.A., 1969, Dartmouth College; M.A., 1970, Ph.D., 1974, Claremont Graduate School.

SHELDON OSSOSKY (1983)
Lecturer in Theatre and Dance

JANE A. OU (1984)
Associate Professor of Accounting
B.A., 1974, National Taiwan University; MBA, 1977, University of California, Los Angeles; Ph.D., 1984, University of California, Berkeley.

DAVID R. PALMER (1980)
Senior Lecturer in Management
B.A., 1953, Williams College; MBA, 1960, Harvard University; Ph.D., 1983, University of California, Berkeley.

ROBERT J. PARDEN (1954)
Professor of Engineering and Engineering Management; Director, Engineering Management Program; Coordinator, Engineering Programs; Coordinator, Da Vinci Program
BSME, 1947, M.S., 1951, Ph.D., 1953, State University of Iowa. Registered Professional Engineer in Industrial Engineering and Mechanical Engineering.

WILLIAM A. PARENT (1970)
Associate Professor of Philosophy
B.A., 1966, Bowdoin College; M.A., 1968, Ph.D., 1970, Brown University.

FREDERICK J. PARRELLA (1977)
Associate Professor of Religious Studies
A.B., 1964, Fordham College; M.A., 1966, Ph.D., 1974, Fordham University.

JEAN J. PEDERSEN (1972)
Associate Professor of Mathematics
B.S., 1955, Brigham Young University; M.S., 1958, University of Utah.

TERRI PERETTI (1988)
Assistant Professor of Political Science
B.S., 1979, University of Kansas; M.A., 1981, Ph.D., 1990, University of California, Berkeley.

JACK A. PETERSON (1955)
Associate Professor of Electrical Engineering
BSEE, 1949, MSEE, 1953, University of Idaho. Registered Professional Engineer in Electrical Engineering.

ROBERT J. PFEIFFER (1958)
Associate Professor of Chemistry; Chair, Department of Chemistry
B.S., 1953, Santa Clara University; Ph.D., 1958, Cornell University.

CHARLES T. PHIPPS, S.J. (1965)
Associate Professor of English; Chair, Department of English
A.B., 1952, Ph.L., 1953, Gonzaga University; MST, 1960, Santa Clara University; Ph.D., 1965, University of North Carolina.

PETER O'M. PIERSON (1966)
Professor of History; Chair, Department of History
A.B., 1954, M.A., 1963, Ph.D., 1966, University of California, Los Angeles.

JOHN DAVID PLEINS (1987)
Assistant Professor of Religious Studies
A.B., 1980, M.A., 1983, Ph.D., 1986, University of Michigan.

DAVID J. POPALISKY (1988)
Lecturer in Theatre and Dance
B.A., 1977, Stanford University.

HELEN POPPER (1991)
Assistant Professor of Economics
B.A., 1981, University of California, Davis; M.A., 1985, Ph.D., 1990, University of California, Berkeley.

BARRY Z. POSNER (1976)
Professor of Management
B.A., 1970, University of California, Santa Barbara; M.A., 1972, Ohio State University; Ph.D., 1976, University of Massachusetts.

CHARLES H. POWERS (1986)
Associate Professor of Sociology
B.A., 1972, M.A., 1974, University of Illinois; Ph.D., 1981, University of California, Riverside.

LYNN M. PRINGLE (1991)
Assistant Professor of Accounting
B.A., 1969, University of Iowa; M.A., 1975, University of Arizona; DBA, 1987, University of Colorado; CPA, State of Arizona.

WILLIAM J. PRIOR (1986)
Associate Professor of Philosophy; Director, Honors Program
B.A., 1968, Michigan State University; Ph.D., 1975, University of Texas, Austin.

JOHN A. PRIVETT, S.J. (1978)
Senior Lecturer in Communication
B.A., 1965, M.A., 1966, Gonzaga University; M.A., 1977, San Francisco State University.

STEPHEN A. PRIVETT, S.J. (1985)
Associate Professor of Religious Studies; Vice President for Academic Affairs
A.B., 1966, Gonzaga University; M.Div., 1972, Jesuit School of Theology, Berkeley; M.A., 1982, Ph.D., 1985, Catholic University of America.

ELIZABETH S. RADCLIFFE (1989)
Assistant Professor of Philosophy
B.A., 1977, Fort Hays State University; M.A., 1980, Ph.D., 1985, Cornell University.

M. MAHMUDUR RAHMAN (1985)
Assistant Professor of Electrical Engineering
BSEE, 1969, University of Engineering and Technology, Dhaka, Bangladesh; M.Eng., 1981, Dr. Eng., 1984, Tokyo Institute of Technology.

JAMES W. REITES, S.J. (1975)
Associate Professor of Religious Studies; Chair, Department of Religious Studies
A.B., 1965, St. Louis University; MST, 1971, Santa Clara University; STL, 1971, Jesuit School of Theology, Berkeley; STD, 1977, Pontifical Gregorian University.

ANDREW I. REMATORE (1965)
Associate Professor of Modern Languages
B.A., 1950, M.A., 1952, University of Colorado; Ph.D., 1968, Stanford University.

RHONDA LEE RIGHTER (1987)
Assistant Professor of Decision and Information Sciences
B.S., 1980, Carnegie-Mellon University; M.S., 1982, Ph.D., 1986, University of California, Berkeley.

PHILIP BOO RILEY (1978)
Associate Professor of Religious Studies
B.A., 1973, Regis College; M.A., 1975, Ph.D., 1980, McMaster University.

TONIA CATERINA RIVIELLO (1984)
Associate Professor of Modern Languages
A.B., 1973, Hunter College; M.A., 1974, University of Wisconsin; Doctorate in Comp. Lit., 1979, University of Rome *"La Sapienza"*; Ph.D., 1984, University of Wisconsin, Madison.

MARIE-ELOISE ROSENBLATT, RSM (1990)
Assistant Professor of Religious Studies
B.A., 1966, Santa Clara University; M.A., 1968, University of Southern California; STL, 1984, Jesuit School of Theology, Berkeley; Ph.D., 1987, Graduate Theological Union.

LOIS C. ROSENTHAL (1978)
Associate Professor of Chemistry
B.S., 1968, Simmons College; Ph.D., 1975, University of California, Berkeley.

PETER ROSS (1982)
Lecturer in Mathematics
B.S., 1961, Massachusetts Institute of Technology; M.A., 1963, Ph.D., 1980, University of California, Berkeley.

CAROL G. ROSSI (1973)
Senior Lecturer in English
B.A., 1954, University of Illinois; M.A., 1956, University of Chicago.

THOMAS R. RUSSELL (1978)
Associate Professor of Economics
LL.B., 1965, University of Glasgow; M.A., 1970, University of California, Berkeley; Ph.D., 1973, Cambridge University.

THEODORE J. RYNES, S.J. (1970)
Assistant Professor of English
A.B., 1955, M.A., 1957, St. Louis University; Ph.D., 1973, University of California, Berkeley.

MICHEL A. SAAD (1959)
Professor of Mechanical Engineering; Associate Dean, School of Engineering
B.S., 1949, Alexandria University; M.S., 1953, Massachusetts Institute of Technology; Ph.D., 1956, University of Michigan. Registered Professional Engineer in Mechanical Engineering.

LILIA A. SANCHEZ (1990)
Assistant Professor of Mechanical Engineering; David Packard Fellow
B.S., 1973, B.S., 1974, M.S., 1976, University of Texas, El Paso; Ph.D., 1988, University of Houston.

SHAHROKH M. SAUDAGARAN (1986)
Assistant Professor of Accounting
B.Com., 1976, University of Bombay; MBA, 1977, Iran Center for Management Studies; Ph.D., 1986, University of Washington; CPA, State of Washington.

MARVIN L. SCHROTH (1966)
Professor of Psychology
B.A., 1959, University of Redlands; M.S., 1961, Washington State University; Ph.D., 1965, Texas Christian University.

MARK A. SEABRIGHT (1987)
Assistant Professor of Management
B.A., 1980, Bethany College; M.S., 1983, Ph.D., 1988, Carnegie-Mellon University.

K-G SEELY (1963)
Associate Professor of Modern Languages
B.A., 1956, M.A., 1957, Brigham Young University; Ph.D., 1966, Columbia University.

ROBERT M. SENKEWICZ, S.J. (1976)
Associate Professor of History
B.A., 1969, Fordham University; M.A., 1970, Ph.D., 1974, Stanford University; M.Div., 1976, Jesuit School of Theology, Berkeley.

JAMES F. SEPE (1979)
Associate Professor of Accounting; Chair, Department of Accounting
BSC, 1969, Santa Clara University; MBA, 1971, University of California, Berkeley; Ph.D., 1980, University of Washington; CPA, State of California.

AMY M. SHACHTER (1990)
Assistant Professor of Chemistry
B.A., 1985, Knox College; Ph.D., 1989, University of Colorado.

THOMAS E. SHANKS, S.J. (1982)
Associate Professor of Communication; Associate Dean, College of Arts and Sciences
A.B., 1971, St. Louis University; M.S., 1975, Fordham University; M.Div., 1977, Jesuit School of Theology, Berkeley; Ph.D., 1985, Stanford University.

JERROLD L. SHAPIRO (1982)
Associate Professor of Counseling Psychology
A.B., 1964, Colby College; M.A., 1967, Northwestern University; Ph.D., 1970, University of Waterloo.

WILLIAM F. SHEEHAN (1955)
Professor of Chemistry
B.S., 1948, Loyola University, Chicago; Ph.D., 1952, California Institute of Technology.

HERSH M. SHEFRIN (1978)
Professor of Finance
B.S., 1970, University of Manitoba; M.Math., 1971, University of Waterloo; Ph.D., 1974, London School of Economics.

TERRY E. SHOUP (1989)
Professor of Mechanical Engineering; Dean, School of Engineering
BME, 1966, M.S., 1967, Ph.D., 1969, Ohio State University. Registered Professional Engineer in Mechanical Engineering.

LYNN R. SHURTLEFF (1966)
Associate Professor of Music; Chair, Department of Music
A.B., 1963, M.A., 1965, Brigham Young University.

CAROLYN SILBERMAN (1979)
Lecturer in Theatre and Dance
B.A., 1972, Santa Clara University; M.A., 1978, Stanford University.

DRAGOSLAV D. SILJAK (1964)
Professor of Electrical Engineering
BSEE, 1958, MSEE, 1961, Dr.Sci., 1963, University of Belgrade.

SUKHMANDER SINGH (1986)
Associate Professor of Civil Engineering and Engineering Mechanics; Chair, Department of Civil Engineering and Engineering Mechanics
B.S., 1964, Panjabi University; M.S., 1966, Indian Institute of Technology, Delhi; Ph.D., 1979, University of California, Berkeley. Registered Professional Engineer in Civil Engineering.

DAVID E. SKINNER (1970)
Professor of History
A.B., 1957, Whittier College; M.A., 1964, Ph.D., 1971, University of California, Berkeley.

RUSSELL K. SKOWRONEK (1991)
Assistant Professor of Anthropology
B.A., 1979, University of Illinois, Urbana; M.A., 1982, 1983, Florida State University; M.A., 1985, Ph.D., 1989, Michigan State University.

FRANCIS R. SMITH, S.J. (1974)
Associate Professor of Religious Studies
B.S., 1956, Santa Clara University; M.A., 1966, Gonzaga University; STM, 1972, Jesuit School of Theology, Berkeley; STD, 1976, Pontifical Gregorian University.

STEPHEN A. SMITH (1982)
Professor of Decision and Information Sciences
B.S., 1965, University of Cincinnati; M.S., 1968, Stevens Institute of Technology; Ph.D., 1972, Stanford University.

DENNIS C. SMOLARSKI, S.J. (1982)
Associate Professor of Mathematics
B.S., 1969, Santa Clara University; M.A., 1975, University of California, Santa Barbara; M.Div., 1979, STM, 1979, Jesuit School of Theology, Berkeley; Ph.D., 1982, University of Illinois.

PAUL A. SOUKUP, S.J. (1985)
Associate Professor of Communication
A.B., 1973, St. Louis University; M.Div., 1978, STM, 1980, Jesuit School of Theology, Berkeley; Ph.D., 1985, University of Texas, Austin.

S. ANDREW STARBIRD (1987)
Assistant Professor of Agribusiness
B.S., 1982, University of California, Davis; MBA, 1984, Santa Clara University; Ph.D., 1987, Cornell University.

MEIR STATMAN (1979)
Professor of Finance; Chair, Department of Finance
B.A., 1969, MBA, 1970, Hebrew University; Ph.D., 1978, Columbia University.

WILLIAM J. STOVER (1975)
Associate Professor of Political Science
B.A., 1966, Nyack College; M.A., 1968, American University; M.A., 1972, Ph.D., 1974, State University of New York, Buffalo.

KAREN E. STROTHER (1990)
Lecturer in Communication
B.A., 1986, M.A., 1989, California State University, Hayward.

GERALD P. SULLIVAN, S.J. (1971)
Senior Lecturer in Art
A.B., 1955, Gonzaga University; STL, STM, 1963, Santa Clara University.

WILLIAM A. SUNDSTROM (1987)
Assistant Professor of Economics
B.A., 1980, University of Massachusetts, Amherst; Ph.D., 1986, Stanford University.

MICHAEL A. SWEENEY (1966)
Associate Professor of Chemistry
B.S., 1953, Loyola University, Los Angeles; M.S., 1955, Ph.D., 1962, University of California, Berkeley.

JAMES E. SWEETERS (1968)
Assistant Professor of Religious Studies
B.A., 1947, Santa Clara University; M.A., 1950, Gonzaga University; STL, 1956, Alma College; STD, 1969, Pontifical Gregorian University.

GUDRUN TABBERT-JONES (1981)
Assistant Professor of Modern Languages
A.B., 1958, Padagogische Hochschule/ Darmstadt, Germany; M.A., 1971, Ph.D., 1977, Stanford University.

SALVATORE A. TASSONE, S.J. (1968)
Lecturer in Religious Studies
B.A., 1956, Gonzaga University; STM, 1964, Santa Clara University; STD, 1968, Pontifical Gregorian University.

DAVID L. TAUCK (1987)
Assistant Professor of Biology
A.B., 1977, Middlebury College; Ph.D., 1983, Duke University.

ANDREW D. THOMPSON, JR. (1991)
Assistant Professor of Biology
B.A., 1976, Ohio Wesleyan University; M.S., 1982, Ohio State University; Ph.D., 1986, Colorado State University.

PAUL M. THOMPSON (1988)
Assistant Professor of Decision and Information Sciences
B.S., 1977, Santa Clara University; M.A., 1983, Northeastern University; Ph.D., 1988, Massachusetts Institute of Technology.

PAUL J. TIKALSKY (1989)
Assistant Professor of Civil Engineering and Engineering Mechanics
B.S., 1983, University of Wisconsin; M.S., 1986, Ph.D., 1989, University of Texas, Austin.

FREDERICK P. TOLLINI, S.J. (1971)
Associate Professor of English and Theatre and Dance; Chair, Department of Theatre and Dance
B.A., 1958, M.A., 1959, Gonzaga University; Ph.D., 1971, Yale University.

GERALDINE A. TOMLINSON (1967)
Professor of Biology
B.S., 1957, University of British Columbia; M.A., 1960, University of California, Berkeley; Ph.D., 1964, University of British Columbia.

H. CHRIS TSENG (1988)
Assistant Professor of Electrical Engineering
B.S., 1982, National Taiwan University; M.S., 1985, Ph.D., 1988, University of Illinois, Champagne-Urbana.

THOMAS TURLEY (1975)
Associate Professor of History
B.A., 1966, St. Joseph's Seminary and College; M.A., 1970, Fordham University; Ph.D., 1978, Cornell University.

TYZOON T. TYEBJEE (1977)
Professor of Marketing; Chair, Department of Marketing
B.Tech., 1967, Indian Institute of Technology; M.S., 1969, Illinois Institute of Technology; MBA, 1972, Ph.D., 1976, University of California, Berkeley.

NEAL L. USHMAN (1982)
Associate Professor of Accounting
A.B., 1973, MBA, 1975, M.A., 1981, Ph.D., 1983, Cornell University; CPA, States of California and Maryland.

ZBYNEK L. VANCURA (1962)
Associate Professor of Decision and Information Sciences
A.B., 1951, Drs. (Economics), 1954, Netherlands School of Economics.

CHRISTIAN L. VAN DEN BERGHE (1969)
Associate Professor of Modern Languages
B.A., 1961, M.A., 1963, Ph.D., 1971, Stanford University.

VICTOR B. VARI (1946)
Professor of Modern Languages
A.B., 1942, San Francisco State Collge; A.M., 1952, Stanford University; Ph.D., 1961, University of Madrid.

JO ANN VASQUEZ (1972)
Associate Professor of Education; Dean, Division of Counseling Psychology and Education
B.A., 1966, Immaculate Heart College, Los Angeles; M.A., 1970, Ph.D., 1973, Claremont Graduate School.

MANUEL G. VELASQUEZ (1977)
Professor of Philosophy; Director, Center for Applied Ethics
B.A., 1967, M.A., 1968, Gonzaga University; Ph.D., 1975, University of California, Berkeley.

CORY WADE (1981)
Senior Lecturer in English
B.A., 1971, Stanford University; M.A., 1974, Ph.D., 1982, University of Washington.

MARY ANNE WAKEFIELD (1972)
Assistant Professor of Counseling Psychology
B.S., 1953, Iowa State University; M.S., 1960, Ph.D., 1971, University of Oregon.

JON C. WEBER (1988)
Professor of Military Science
B.A., 1973, St. Martin College; M.A., 1980, Webster College; Lieutenant Colonel, Air Defense Artillery, U.S. Army, 1981, U.S. Army Command and General Staff College.

CHARLES P. WEBSTER (1990)
Assistant Professor of Military Science
B.A., 1982, University of Colorado, Boulder; Captain, Field Artillery, U.S. Army, 1986, U.S. Army Combined Arms Staff Services School.

THOMAS J. WEISSMILLER (1989)
Assistant Professor of Military Science
B.A., 1972, University of Southern Mississippi; MBA, 1979, Golden Gate University; Major, Infantry, California Army National Guard, 1988, U.S. Army Command and General Staff College.

ALAN EVAN WESSEL (1988)
Assistant Professor of Mathematics
B.A., 1980, Swarthmore College; Ph.D., 1986, University of Texas, Austin.

GEORGE D. WESTERMARK (1980)
Associate Professor of Anthropology; Chair, Department of Anthropology and Sociology
B.A., 1972, University of California, Berkeley; M.A., 1975, Ph.D., 1981, University of Washington.

THADDEUS J. WHALEN, JR. (1962)
Professor of Economics; Associate Dean, Undergraduate Studies
B.S., 1958, Santa Clara University; Ph.D., 1964, University of California, Berkeley.

CAROL J. WHITE (1976)
Associate Professor of Philosophy; Associate Dean, College of Arts and Sciences
B.A., 1971, St. Andrews Presbyterian College; Ph.D., 1976, University of California, Berkeley.

FRED D. WHITE (1980)
Associate Professor of English
B.A., 1967, M.A., 1974, University of Minnesota; Ph.D., 1981, University of Iowa.

JAMES W. WHITE (1986)
Professor of Mechanical Engineering
BSME, 1965, MSME, 1968, Clemson University; Ph.D., 1975, Stanford University.

SARAH T. WHITEHEAD (1991)
Acting Assistant Professor of Mathematics
B.A., 1985, San Diego State University.

ELEANOR W. WILLEMSEN (1971)
Professor of Psychology
B.A., 1960, M.A., 1962, Ph.D., 1965, Stanford University.

SALLY L. WOOD (1985)
Associate Professor of Electrical Engineering
B.S., 1969, Columbia University; M.S., 1975, Ph.D., 1978, Stanford University.

TENNANT C. WRIGHT, S.J. (1968)
Lecturer in Religious Studies
A.B., 1950, Loyola University, Los Angeles; M.A., 1956, Gonzaga University; STL, 1963, Alma College.

WILLIAM W. YABROFF (1968)
Associate Professor of Counseling Psychology
B.A., 1950, San Jose State University; B.D., 1953, Pacific School of Religion, Berkeley; M.A., 1961, Ph.D., 1963, Stanford University.

CARY Y. YANG (1983)
Professor of Electrical Engineering
BSEE, 1970, MSEE, 1971, Ph.D., 1975, University of Pennsylvania.

RAYMOND B. YARBROUGH (1963)
Professor of Electrical Engineering
B.S., 1958, University of California, Berkeley; Ph.D., 1963, U.S. Naval Postgraduate School. Registered Professional Electrical Engineer.

W. ATOM YEE (1983)
Associate Professor of Chemistry
B.S., 1969, Yale University; Ph.D., 1977, University of California, Santa Cruz.

T. GARY YIP (1988)
Assistant Professor of Mechanical Engineering
B.S., 1978, Seattle University; M.S., 1980, Ph.D., 1984, University of Illinois, Urbana.

BERNICE B. ZAMORA (1990)
Assistant Professor of English
B.A., 1970, Southern Colorado University; M.A., 1972, Colorado State University; Ph.D., 1986, Stanford University.

JEFFREY L. ZORN (1980)
Senior Lecturer in English
B.A., 1967, Dartmouth College; M.A., 1971, Harvard University; Ph.D., 1980, Stanford University.

Index

A

Absences, 253
Academic advising, 237–39; Communication, 68; pre-medical, 237–38; pre-dental, 238; pre-MBA, 238; pre-law, 238–39; pre-teaching, 239
Academic minor, 236. *See also* individual departments
Academic standing, 254–56
Academic terms, 15
Accounting, Department of: faculty, 173; degree requirements, 173–74; course descriptions, 174–75. *See also* Business and Administration, Leavey School of
Accreditations and memberships, University, 269
Admissions: criteria, 17; recommended high school courses, 17; Committee on, 17, 18, 236, 255; sixth-semester decision, 18; procedure, 18; transfers, 20–21; foreign-born students, 21; to Honors Program, 221; pre-entrance health examination, 262
Adobe Lodge, 12, 265
Advanced placement, 18–20
Advanced standing, *see* Transfer students
Aerospace Studies, *see* Military Science program
Agribusiness, Institute of, 189
American College Testing exam (ACT), 18n
Ancient languages, *see* Classics, Department of
Anthropology and Sociology, Department of: faculty, 34; degree programs and requirements, 34–36; course descriptions, 36–43; awards, 248
Application fee, 22
Applied Mathematics: faculty, 198; course descriptions, 198–99. *See also* Engineering, School of
Art, Department of: faculty, 43; degree programs and requirements, 43–45; course descriptions, 45–49
Arts and Sciences, College of, 15, 30; degrees conferred, 30; bachelor's degree requirements, general, 30–34; awards, 246–49
Associated Students (ASSCU), 259, 262
Athletics, 259, 267, 268
Attendance, 253
Audiovisual facilities, 268
Auditing courses, 252
Awards: University, 244; special, 244; Leavey School of Business and Administration, 245; School of Engineering, 246; College of Arts and Sciences, 246–49; Military Science, 249

B

Bachelor's degrees: College of Arts and Sciences, 15, 30–34, 235; Commerce, Leavey School of Business and Administration, 171–73, 235; general graduation requirements, 235; School of Engineering, 235; a second, 236. *See also* individual departments
Benson Memorial Center, 261, 262, 265
Biblical languages, 60, 156. *See also* Classics, Department of
Biology, Department of: faculty, 49; degree programs and requirements, 49–50; course descriptions, 50–54
Black Student Resources, 263
Business and Administration, Leavey School of, 13, 15, 16, 171–89, 221; degree programs and requirements, 171–73, 235; course descriptions, 173–79; course numbering, 237; awards, 245

C

Calendar, academic, 8–10
Campus Ministry, 257, 265
Career information, 261, 264
Career Services Center, 28, 261, 264
Changing grades, 251
Chemistry, Department of: faculty, 54; degree programs and requirements, 54–56; course descriptions, 56–59; award, 246
Chicano Student Resources, 263
Child care, 266–67
Chinese: course descriptions, 108. *See also* Modern Languages and Literatures, Department of
Civil engineering, degree in, 190, 191–92

Civil Engineering and Engineering Mechanics: laboratories, 195–96; faculty, 199; programs, 199; course descriptions, 199–202. *See also* Engineering, School of
Classics, Department of: faculty, 59; degree programs and requirements, 59–62; course descriptions, 62–66
Classical studies, 61
Clear teaching credential, 218–19
College Entrance Examination Board, 18, 20, 21, 221
College of Arts and Sciences, *see* Arts and Sciences, College of
College Scholarship Service (CSS), 27
Combined Sciences, 66–67
Committee on Admissions, 17, 18, 236, 255
Communication, Department of: faculty, 67; degree programs and requirements, 67–68; course descriptions, 69–72; award, 246
Community service, 260, 262, 264; awards, 244
Composition and literature requirements, 29, 31, 32, 171, 190
Computer Engineering: degree in, 190–92; laboratories, 196; faculty, 203; course descriptions, 203–7. *See also* Engineering, School of
Computer labs, 194–95, 203, 207–8, 265–66
Computer science, 30, 100, 172
Conduct Code, 258
Cooperative Education Program, 197, 261; fee, 23
Counseling Psychology and Education, Division of, 15, 216–20. *See also* Education, teacher
Counseling services, 261. *See also* Campus Ministry
Courses: value, 15; recommended, 17, 21; numbering system, 237; challenging, 251–52; repetition of, 252; auditing, 252
Cowell Health Center, *see* Health services
Credential programs, *see* Education, teacher
Curriculum, University, 29, 30, 235. *See also* individual departments

D

Damages, 23
Dance, *see* Theatre and Dance, Department of
Da Vinci Program, 198
Deadlines, 8–10; for financial aid, 28
Debate, 261
Decision and Information Sciences, Department of: faculty, 176; degree requirements, 176; course descriptions, 176–78. *See also* Business and Administration, Leavey School of
Deferred payment plans, 25, 255
Degree programs, 15, 30, 171, 190
Degree requirements, 31–34, 171–73, 190–94. *See also* Bachelor's degrees and individual departments
Deposits, *see* Expenses
Directory information, 239–40
Disabled Student Resources, 263
Disqualification, 254–55

E

Economics, Department of: faculty, 73; degree programs and requirements, 73–74; emphasis in mathematical economics, 74, 100–1; emphasis in political economy, 74, 140; course descriptions, 75–77; Leavey School of Business and Administration, 179–82
Education, teacher: faculty, 216; credential programs, 217–18; admission requirements, 218–19; early admission, 219; course descriptions, 220. *See also* Biology, Chemistry, Combined Sciences, English, French, German, History, Mathematics, Multidisciplinary Studies, Physics, Political Science, and Spanish
Electrical Engineering: degree in, 192; laboratories, 196–97, 208; faculty, 207; course descriptions, 207–12. *See also* Engineering, School of
Emphasis, special programs, *see* Anthropology and Sociology, Economics, History, Mathematics, Political Science, Psychology
Employment, *see* Job search
Endowed academic chairs, 275–76
Engineering, degree in, 190, 193–94
Engineering mechanics, *see* Civil Engineering and Engineering Mechanics

Engineering physics, 135, 235
Engineering, School of, 13, 15, 190–215; incremental tuition, 22; degree requirements, 190–94, 235; Honor Code, 194; facilities, 194–97, 265–66; Cooperative Education Program, 197–98; Da Vinci Program, 198; course numbering, 237; awards, 246
English, Department of: faculty, 78; degree programs and requirements, 78–80; course descriptions, 81–87; awards, 246
Enrollment: concurrent, 253; retention, 256
Ethics, 29, 172, 191, 254; requirements, 31, 33, 172, 191
Ethnic Studies, College of Arts and Sciences requirements, 32, 33; program, 222–24
Examinations, 8–10, 19–20, 253–54
Executive Development Center, 15
Expenses: tuition and fees, 22–24; payment procedures, 24–25; refunds, 25–26
Extracurricular activities, 257, 259–61, 262, 263–64

F

Faculty: endowed chairs, 275–76; emeriti, 276–77; listed with titles and degrees, 277–96
Family Ed Loans, 28
Fees, *see* Expenses
Fifth-year credential program, 218–19
Film, *see* Art, Department of
Finance, Department of: faculty, 182; degree requirements, 182–83; course descriptions, 183–84. *See also* Business and Administration, Leavey School of
Financial aid, 26–28; third-child family grant, 26; qualifications for, 27–28; loans, 28; deadlines, 28; scholarships, 243
Financial Aid Forms (FAF), 26, 27
Fine arts, College of Arts and Sciences requirements, 32
Foreign-born students, 21, 261–62; International Student Resources, 263
Foreign-language requirements, 29, 31, 33, 107, 172, 190
Foreign study, *see* Studies Abroad
Four-year credential program, 218
Fraternities, 260–61, 262
French: degree requirements, 108–9; course descriptions, 109–10; award, 246. *See also* Modern Languages and Literatures, Department of
Freshman: classification defined, 237

G

General-purpose labs, 194–95, 265–66
German: degree requirements, 111; course descriptions, 111–13. *See also* Modern Languages and Literatures, Department of
Gerontology, emphasis in, 149
Gifts to the University, 13n
Government documents, 268
Grade point average (GPA), 20, 250, 251, 253, 254–55; honors, 221, 235–36
Grades, 250; transfer credit, 20–21; for graduation honors, 235–36; changing, 251; unit overload, 251; for challenged courses, 251
Graduate programs, 15, 16
Graduate study, preparation for, 264. *See also* individual departments
Graduation: fee, 23; requirements, 235; honors, 235–36
Grants, 26, 27
Greek, *see* Classics, Department of
Guaranteed Tuition Plan, 25

H

Health services, 14, 262, 266; pre-entrance health examination, 262
Hebrew, *see* Classics, Department of,
High school: courses recommended, 17; transcript, 18
History, Department of: faculty, 87; degree programs and requirements, 87–90; course descriptions, 90–98; award, 246–47
Holidays, *see* Calendar, academic
Honors Program, University, 56, 80, 221
Honors: at entrance, 221; at graduation, 235–36. *See also* individual departments
Honor societies, 240–43, 261
Housing, 258–59, 268; fees, 22–23; withdrawal from, 26

I

IES (Institute of European Studies), 109, 111, 116, 222, 246
Incompletes, 8–10, 251
Independent study, 252–53
Institutes: University, 222; for paralegal education, 234
International Business program, 173, 222, 227–28
International Student Resources, 263
International Studies program, 228–29
Internships, 261
Italian: degree requirements, 113; course descriptions, 113–14; award, 227. *See also* Modern Languages and Literatures, Department of

J–K

Japanese: course descriptions, 115. *See also* Modern Languages and Literatures, Department of
Job search, 28, 261, 264
Journalism, 244. *See also* Communication and English, Departments of
Judicial system, 258
Judicial System Handbook, 258
Junior: classification defined, 237
Kids on Campus, 266–67
KSCU–FM radio, 260

L

Laboratories, School of Engineering, 194–97, 203, 207–8, 265–66
Laboratory fees, 23–24
Languages, *see* Classics and Modern Languages and Literatures, Departments of
Latin: teaching credential, 62. *See also* Classics, Department of
Law, School of, 13, 15, 234
Leavey Activities Center, 14, 267
Leavey School of Business and Administration, *see* Business and Administration, Leavey School of
Letter grades, 20–21, 235, 250
Library, Michel Orradre, 268; science, 268
Loans, 28. *See also* Financial aid
Lower division: classification of, 237; restrictions, 251

M

Mainframe computer facilities, 194–95, 203, 207–8, 265–66
Major, a second, 236; requirements for, *see* individual departments
Major programs, 15, 30, 171, 190
Management, *see* Organizational Analysis and Management, Department of
Map, 304–5
Marketing, Department of: faculty, 184; degree requirements, 184; course descriptions, 184–86. *See also* Business Administration, Leavey School of
Mathematical economics, emphasis in, 74, 100–1
Mathematics, Department of: faculty, 99; degree programs and requirements, 99–100; computer science, degree in, 100; course descriptions, 101–5; awards, 247
Mathematics and natural sciences requirements, 29, 31, 33, 172, 191
Mayer, Louis B., Theatre, 14, 165, 267
Mechanical Engineering: degree in, 190, 193; laboratories, 197; faculty, 213; course descriptions, 213–15. *See also* Engineering, School of
Media laboratory, 107
Media Services, 268
Memberships, University, 269
Military Science, 229–33; curriculum, 229–30; laboratories, 230; ROTC and National Guard, 230; commissioning, 231; course descriptions, 231–33; Aerospace Studies, 233; awards, 249
Minor, *see* Academic minor
Minority students, 223, 261, 263
Mission Santa Clara, 11, 12–14, 267
Model U.N., 141
Modern Languages and Literatures, Department of: faculty, 106; degree programs and requirements, general, 106–7; media laboratory, 107; conversation groups, 108; Chinese, 108; French, 108–10; German, 111–13; Italian, 113–14; Japanese, 115; Spanish, 116–19; awards, 246–47
Multicultural Center Program Board, 260, 262
Multidisciplinary Studies, 119–21, 217
Multiple-subject credential program, 217, 218
Museum, *see* de Saisset Museum

Music, Department of: faculty, 121; degree programs and requirements, 121–23; course descriptions, 123–29; awards, 247

N

National Guard, *see* Military Science program
National Teacher Examination, 80, 89, 141, 217–18
Natural science award, 248
Natural sciences, *see* Mathematics and natural sciences requirements
NCX, 252
Nobili Hall, 267
Nobili Medal, 244
Nondiscrimination policy, inside front cover

O

Off-Campus Student Resources, 263
Officers, University, 270, inside back cover
Organizational Analysis and Management, Department of: faculty, 186; degree requirements, 186; course descriptions, 186–88. *See also* Business and Administration, Leavey School of
Organizations, *see* Student organizations
Orientation, 8
Overseas study, *see* Studies Abroad

P

Paralegal education, 234
Parent Loans for Undergraduate Students (PLUS), 28
Parking permits, 24
Part-time student, 24, 237; tuition, 22
Pass/not pass, 8, 9, 250, 252
Personal computer facilities, 195, 203, 207, 266, 268
Philosophy, Department of: faculty, 129; degree programs and requirements, 129–30; course descriptions, 130–34; awards, 248
Physics, Department of: faculty, 134; degree programs and requirements, 134–36; course descriptions, 136–38; award, 248
Political economy, emphasis in, 74, 140
Political Science, Department of: faculty, 139; degree programs and requirements, 139–41; course descriptions, 141–48; award, 248
Pre-dental advising, 238
Pre-law advising, 238
Pre–law, emphasis in, 140
Preliminary teaching credential, 218
Pre-MBA advising, 238
Pre-med advising, 237
Pre-teaching advising, 234. *See also* Multidisciplinary Studies and Counseling Psychology and Education, Division of
Privacy, rights of, 239–40
Probation, 254
Programs offered, 15
Project 50, 264
Psychobiology, emphasis in, 149
Psychology, Department of: faculty, 148; degree requirements, 148–49; special emphasis programs, 149–50; course descriptions, 150–54; award, 248
Public administration, emphasis in, 140
Publications, *see* Student publications
Putting It Together, 26, 28

R

Redwood, The, 260
Readmission, 22, 255–56
Refunds, *see* Expenses
Regents, Board of, 273–74
Registration, 8–10, 236–37; cancellation fee, 23; change in, 253
Reinstatement, *see* Academic standing
Religious Studies, Department of: faculty, 155; degree programs and requirements, 155–56; graduate program, 16, 155; course descriptions, 156–62; award, 248
Religious studies requirements, 29, 32, 33, 172, 191
Research opportunities, *see* individual departments
Residence life, *see* Housing
Residency requirements, 235
Retail Studies program, 173, 233–34
Retention, 256
Returning students, 255–56
Room and board, *see* Housing
ROTC, *see* Military Science program

S

Saint Clare Medal, 244
Santa Clara, The, 260
Santa Clara Community Action Program (SCCAP), 260
Santa Clara Review, The, 260
Santa Clara University: statement of purpose, 11–12; history, 12–14; legal name, 13n; location, 14–15; accreditations and memberships, 269; officers, 270; Board of Trustees, 271–72; Board of Regents, 273–74
Scholarships, 26, 219, 230, 233, 243–44, 264
Scholastic Aptitude Test (SAT), *see* College Entrance Examination Board
Senior: classification defined, 237
Single-subject credential program, 216, 217–18, 239
Single-subject waiver, *see* Waiver program
Social Presentations, 259
Social sciences requirements, 29, 31, 33, 172, 191
Sociology, *see* Anthropology and Sociology, Department of
Sophomore: classification defined, 237
Sororities, 260–61
SPACE, 260
Spanish: degree requirements, 116–17; course descriptions, 117–19. *See also* Modern Languages and Literatures, Department of
Special education, 149, 217–18
Sports, *see* Athletics
Statistics requirements, 172
Student Aid Application for California (SAAC), *see* College Scholarship Services
Student body, 14
Student government, 259
Student Handbook, 257
Student Health Services, *see* Health services
Student media, 260
Student organizations, 259, 260–61
Student publications, 260
Student records, 239–40
Student union, *see* Benson Memorial Center
Studies Abroad, 23, 222. *See also* IES
Study skills, 264
Summer session, 10, 15–16

T

Teacher education, 216–19, 239
Teaching and Learning Center, 264
Teaching credential programs, *see* Education, teacher
Teaching labs, 195–97, 203, 208, 265–66
Television, 140. *See also* Communication and Theatre and Dance, Departments of
Test of English as a Foreign Language (TOEFL), 21
Theatre, *see* Mayer, Louis B.
Theatre and Dance, Department of: faculty, 163; degree programs and requirements, 163–64; course descriptions, 165–70; award, 249
Theatre and television program, 165
Theatre Arts, *see* Theatre and Dance, Department of
Theatre production program, 165
Transcripts, 18, 20, 27, 256; fee, 23
Transfer students: admission to advanced standing, 20; transfer credit, 20–21; financial aid transcripts, 27; within the University, 253
Trustees, Board of, 271–72
Tuition, *see* Expenses
Tuition refund policy, 25
Tutorial programs, 264

U–V

Units, 15, 17, 19–20, 235, 237, 250, 254–55; overload restrictions, 251
University institutes, *see* Institutes
Upper division: classification of, 237
Valedictorian award, 244

W

Waiver programs, 217, 239. *See also* Biology, Chemistry, Combined Sciences, English, French, German, History, Physics, Political Science, and Spanish
Western culture requirements, 29, 31, 32, 171, 190
Withdrawal, 255
Women Student Resources, 263–64
Women's Studies program, 225–26
Women's studies requirements, 32, 33
Workshops, 261–62, 263–64

CALTRAIN STATION
FREMONT STREET
SHERMAN STREET
TO 101
BENTON STREET
ALVISO STREET
MAIN ENTRANCE
N
FRANKLIN STREET
NEW EL CAMINO REAL
VISITOR INFORMATION PARKING CONTROL
LAFAYETTE STREET
ALAMEDA MALL
BELLOMY STREET
SANTA CLARA ST.
MARKET ST.
THE ALAMEDA
WASHINGTON ST.
ALVISO ST.
LOCUST ST.
PARK AVENUE
LAFAYETTE WY.
POPLAR ST.
TO 1-880/17 & DOWNTOWN SAN JOSE

1. San Filippo Residence Hall
2. Campisi Residence Hall
3. Graham Residence Center
   - 3a. Strub Hall
   - 3b. Swig Hall
   - 3c. Hancock Hall
   - 3d. O'Neill Hall
   - 3e. Multicultural Center
4. Campus Tennis Courts
5. Orradre Library
6. Sullivan Engineering Center
   - 6a. Thomas J. Bannan Building
7. Bannan Hall Classroom Building
8. Field House
9. Shaw Stadium
10. Benson Memorial Center
11. Swig Residence Hall
12. Dunne Residence Hall
13. Kennedy Mall
14. McLaughlin Residence Hall
15. Walsh Residence Hall
16. Ricard Memorial Observatory
17. Donohoe Alumni House
18. Kenna Hall – Leavey School of Business and Administration
19. Bergin Hall – School of Law
20. Heafey Law Library
21. Staff Lounge
22. St. Joseph's Hall
23. Varsi Hall – Admissions and Development Offices
24. Restrooms
25. Adobe Lodge – Faculty Club
26. University Day Care Center
27. Nobili Hall – Jesuit Residence
28. Mission Santa Clara
29. Walsh Administration Building
30. de Saisset Museum
31. O'Connor Hall
32. Daly Science Center
33. Alumni Science Hall
34. Mayer Theatre
35. Cowell Health Center
36. Leavey Activities Center
37. Fine Arts Building
38. Dance Building
39. Music Building
40. Main Gates
41. Alumni Park
42. Law House
43. Casa Italiana
44. Physical Plant

DIRECTIONS FOR CORRESPONDENCE

Inquiries should be addressed to Santa Clara University, Santa Clara, CA 95053, to the officers listed below. For general information, call 408-554-4764.

Admissions/Financial Services/Student Records

Undergraduate admissions
Dean:
Daniel J. Saracino
408-554-4700

Student records and financial aid
Director of Student Records and Financial Services:
Richard J. Toomey
408-554-4505

Religious Services

Campus Ministry
Director of Campus Ministry:
Sr. Maureen Schaukowitch, O.S.F.
408-554-4372

Student Services

Student activities and services
Vice President for Student Development:
James I. Briggs
408-554-4583

Career counseling and student employment
Director of Career Services:
Carolyn J. Hennings
408-554-4421

University Services

Alumni affairs
Executive Director of the Alumni Association:
Jerrold E. Kerr
408-554-6800

Publications, Public Relations, and News Bureau
Assistant Vice President for University Communications:
Paul J. Hennessy
408-554-4545

Library
University Librarian:
Elizabeth Salzer
408-554-4415

Academic Programs

College of Arts and Sciences, undergraduate program
Dean:
Peter A. Facione
408-554-4455

Division of Counseling Psychology and Education
Dean:
Jo Ann Vasquez
408-554-4434

Leavey School of Business and Administration, undergraduate and graduate programs
Dean:
James L. Koch
408-554-4523

School of Engineering, undergraduate and graduate programs
Dean:
Terry E. Shoup
408-554-4600

School of Law, J.D. degree program
Dean:
Gerald F. Uelmen
408-554-4800

Academic affairs
Vice President for Academic Affairs:
Stephen A. Privett, S.J.
Associate Vice President for Academic Affairs:
Francisco Jiménez
Acting Associate Vice President for Academic Affairs:
Ronald L. Danielson
408-554-4533

Santa Clara University
Santa Clara, CA 95053